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ABSTRACT

The Cooperative Institutional Research Program (CIRP) is a nationwide project to gather data on incoming freshman classes at two- and four-year institutions and compare them to previous classes. This report presents findings from the fall 1992 CIRP survey for the Pennsylvania College of Technology (Penn College) and the 403 other colleges participating in the 1992 project. The first section provides an introduction to the CIRP, an overview of Penn College response rates, and a comparative analysis of findings for the college and the entire CIRP sample. This section includes the following information: (1) 61% of Penn College freshmen came from families earning less than $40,000 a year, compared to 49% nationwide; (2) 6% of the Penn freshmen were learning disabled, higher than the 2% for the entire sample; (3) freshmen in non-technical fields were more likely to spend time studying, participating in student clubs, and doing volunteer work, while technical students were more likely to exercise, drink beer, or socialize with friends; and (4) Penn College freshmen were less prepared than the national norm with respect to foreign languages, English, and computer science. Section II presents detailed data tables of CIRP findings for Penn College for 1989, 1990, and 1992, findings for the entire 1992 sample by two- or four-year institution, as well as comparative data on 1992 Penn College freshmen by academic division. Finally, section III includes a history of the CIRP, a Higher Education Research Institute newsletter discussing 1992 findings, and the survey instrument. (KP)

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1992

FALL 1992
CIRP FRESHMAN SURVEY REPORT
OFFICE OF STRATEGIC PLANNING
AND RESEARCH
PUBLISHED MAY 1993

Pennsylvania College of Technology

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CIRP SURVEY REPORT

PENNSYLVANIA COLLEGE OF TECHNOLOGY

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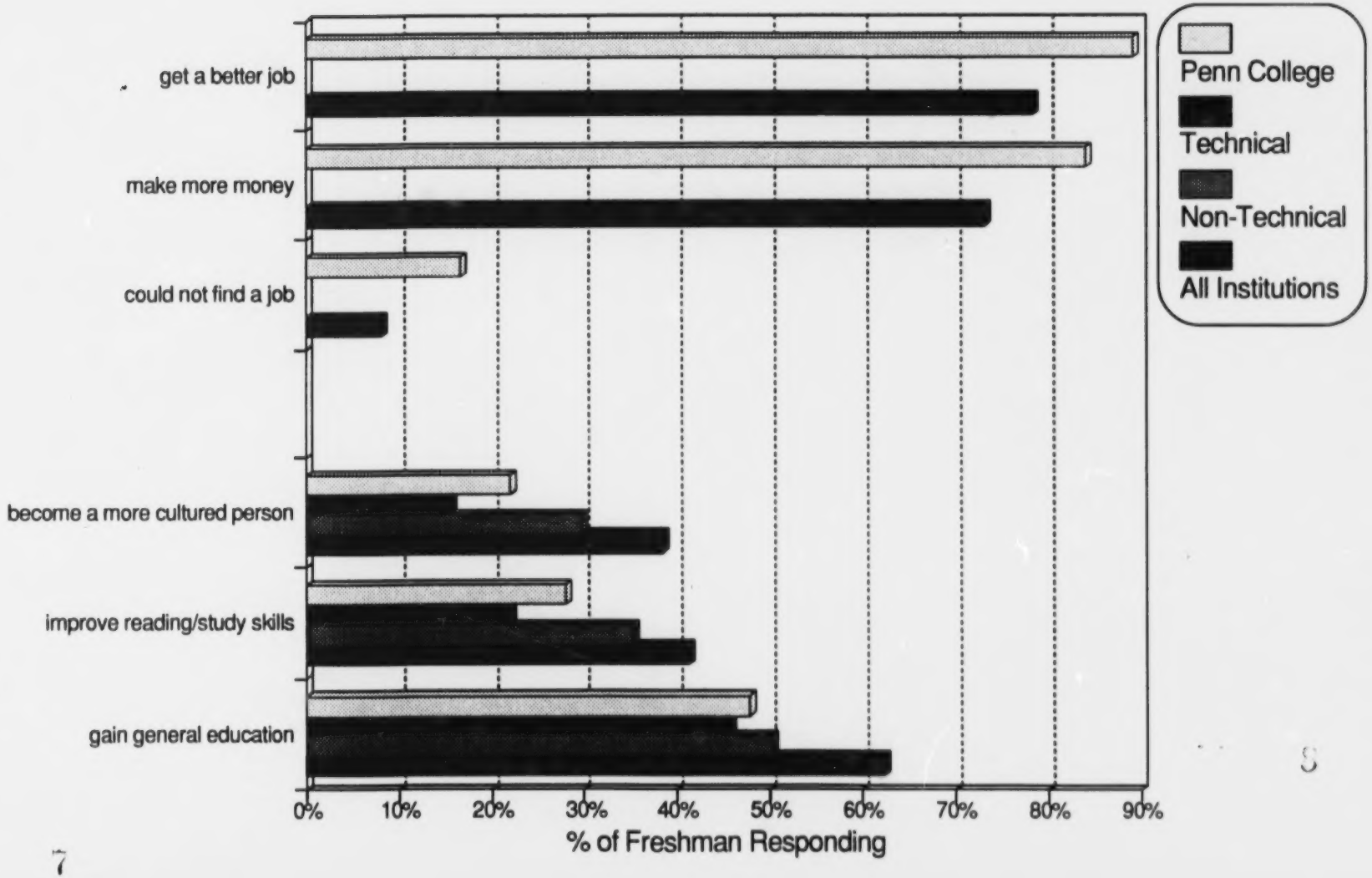
SECTION I

1992 CIRP FRESHMAN SURVEY

College Selection - Reasons for Going



PENNSYLVANIA COLLEGE OF TECHNOLOGY
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
FRESHMAN SURVEY
FALL 1992

This past fall, Penn College participated in the Cooperative Institutional Research Program (CIRP) freshman survey, a continuing longitudinal study of the American higher education system, for the fifth time since 1985. The principal purpose of the CIRP freshman survey is to describe an entering freshman class, compare them to prior entering classes and to compare freshman by institutional types. The survey is coordinated by the University of California, Los Angeles (UCLA) in conjunction with the American Council on Education (ACE).

This is the twenty-seventh year the CIRP has generated this array of information pertinent to a wide range of issues in American higher education. The 1992 survey analysis includes data from 404 institutions on 213,630 students. We have much to benefit from continuing our participation in this study. The extension of our databases will certainly prove to be valuable as our recruiting and marketing efforts grow.

Following is a summary presentation of the results of the College's participation in this nationwide survey. The report is divided into three sections:

Section I Introduction, Overview, Data Analysis, Administration and Timetable
Section II Tables
Section III Appendices: Survey Instrument and CIRP information

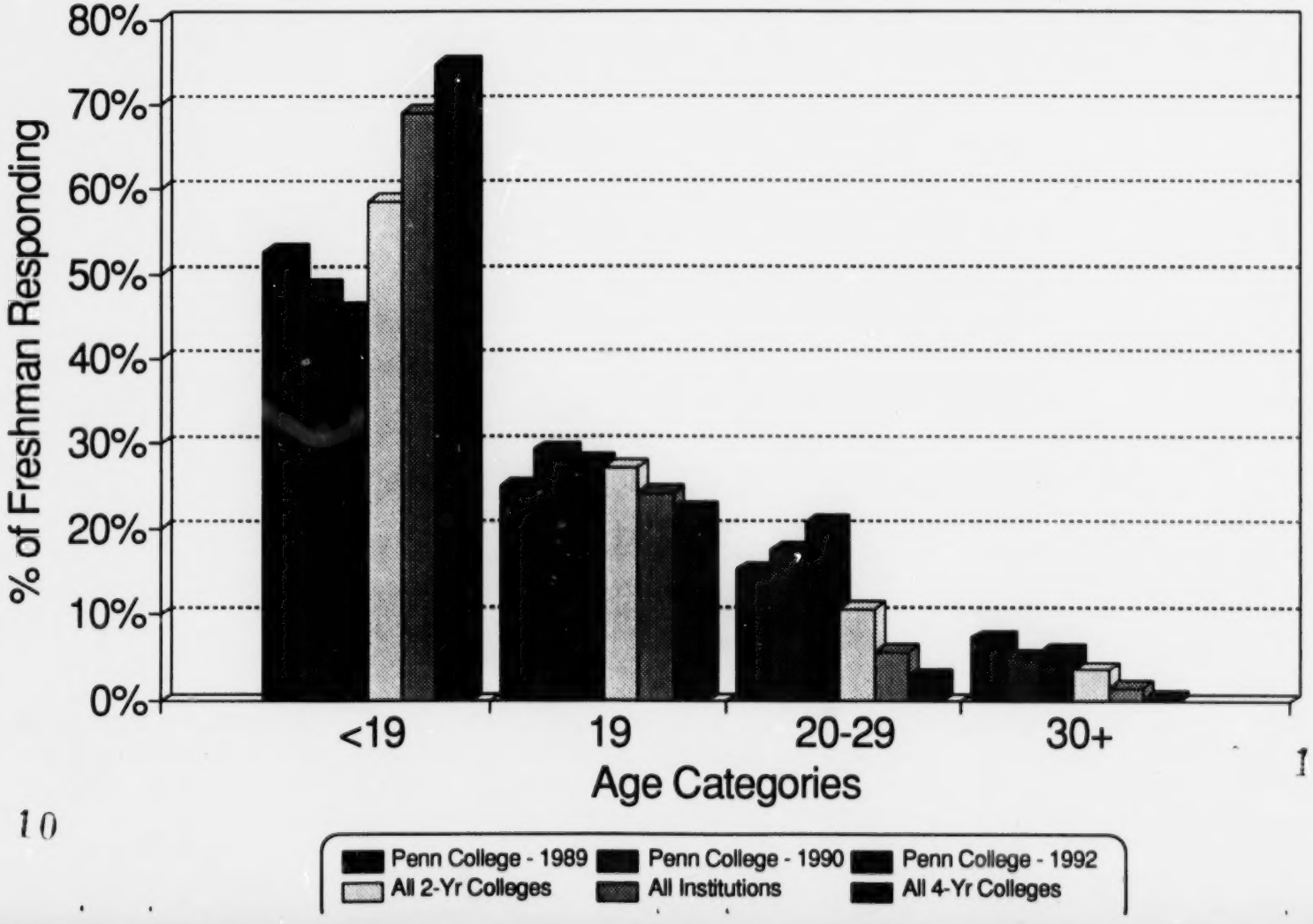
INTRODUCTION

The CIRP freshman survey contains a wealth of data regarding the characteristics, attitudes, goals and preferences of our freshman, both as how they compare internally among programs, and as to how they compare to freshmen at all two-year colleges, four-year colleges and all institutions nationwide. This report highlights marketing and recruitment implications of the data as well as trends of particular interest, especially those which are not already well known, or go against conventional wisdom. The reader is invited to review all the data tables presented, as not all results are described in the narrative.

Among the supporting data available in the Office of Strategic Planning and Research are detailed data breakouts by division, the raw data file of Penn College freshmen survey respondents, as well as the publication describing national trends, The American Freshman: National Norms for Fall 1992 (Dey, Astin, Korn, Riggs). They may be accessed if more detailed information is needed.

1992 CIRP FRESHMAN SURVEY

Demographics - Age



OVERVIEW - KEY TRENDS

Previous CIRP studies have established several fundamental differences between our full-time freshmen and those of the "traditional" American college. For a thorough description of these differences, the reader is referred to the Penn College 1989 CIRP Freshman Survey Report. The analysis which follows will primarily focus on identifying significant changes from past years, clarifying biased responses resulting from differences between our "technical" and "non-technical" students, and areas not touched upon before.

It is important to bear in mind that a major aspect of Penn College's mission is to provide educational opportunities to students, many of whom would otherwise not have the opportunity, inclination or access to pursue a postsecondary education. It has been documented that roughly one-half of our full-time freshmen graduate within three years (*), a rate comparable to that of many four-year institutions (53% within six years **). The vast majority (80%) of those who graduate find related employment or continue their education after graduating, a fact widely recognized as one of the primary strengths of this College. It is even estimated from the College's Leaver Survey that at least 41% of our students who do not graduate nevertheless meet their goals in attending.

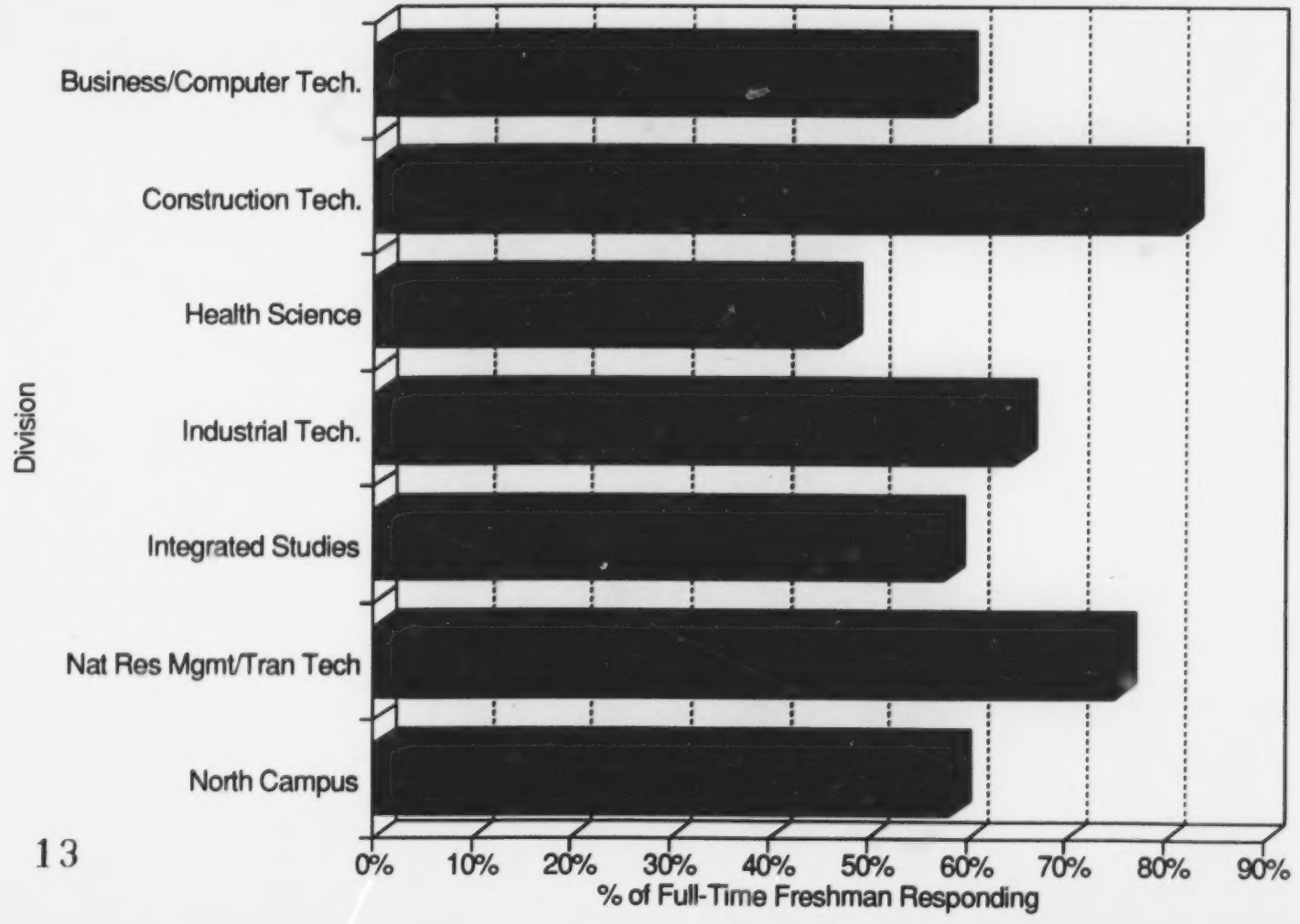
The high success rates of our students are a testimony to both their efforts and the efforts of everyone at the College who help them to meet their educational goals. As we constantly strive to maintain our strengths and improve our weaknesses, it is vital that we keep in mind the unique characteristics of the population we serve. Thus, although many of the traits summarized below and explored in detail in the remainder of this report may appear to paint a somber picture of our entering students, we must view their initial traits in light of their ultimate successes.

To briefly summarize, prior studies have revealed the following differences between our full-time freshmen and the "average" full-time American freshman. We are much more likely to attract students who are non-traditional in terms of age, family background and educational background. We also draw far fewer minorities and females. Our unique technical programs attract students from an extended geographic base more common to four-year colleges, while our open-door, "community college" type qualities attract more local students than typical four-year schools. Perhaps due to their poorer educational and economic backgrounds, our students show less self-esteem and less interest in most aspects of the educational experience, other than improving their prospects and ability to make more money.

* Three-year graduation rate of Fall 1985-1989 entering full-time freshmen, 1993 Sourcebook.

** Six-year graduation rate of 1984-85 entering full-time freshman at NCAA Division I institutions, The Chronicle of Higher Education, August 26, 1992.

1992 CIRP FRESHMAN SURVEY
RESPONSE RATES BY ACADEMIC DIVISION



Their non-traditional age and income traits also make them much more heavily dependent on government aid and loans to finance their education and less dependent on family. They are generally less interested in attending any other college and are more firmly set in their career goals and expectations. Community and cultural goals and values are of relatively little interest to them. Politically, they are also less involved and more conservative, though they tend not to define themselves as such.

When broken down by academic area, it is apparent that this College has at least two distinct student segments. Our technical fields tend to attract students who are more traditional in terms of race, gender, age, family background and area of geographic origin. Our non-technical fields generally draw more non-traditional students in terms of age, family background and locale, and more minorities and females. However, in terms of activities, academic background, motivations, attitudes, goals and values, it is these non-traditional students who appear more "traditional," and our traditional technical students who are more "non-traditional." Much of the remaining analysis will take a closer look at the dichotomy between our technical and non-technical students. Except where otherwise noted, "technical" will refer to students in the Construction and Design Technologies, Industrial and Engineering Technologies and Natural Resources Management/Transportation Technologies divisions. "Non-technical" will refer to students in the Business and Computer Technologies, Health Sciences and Integrated Studies programs.

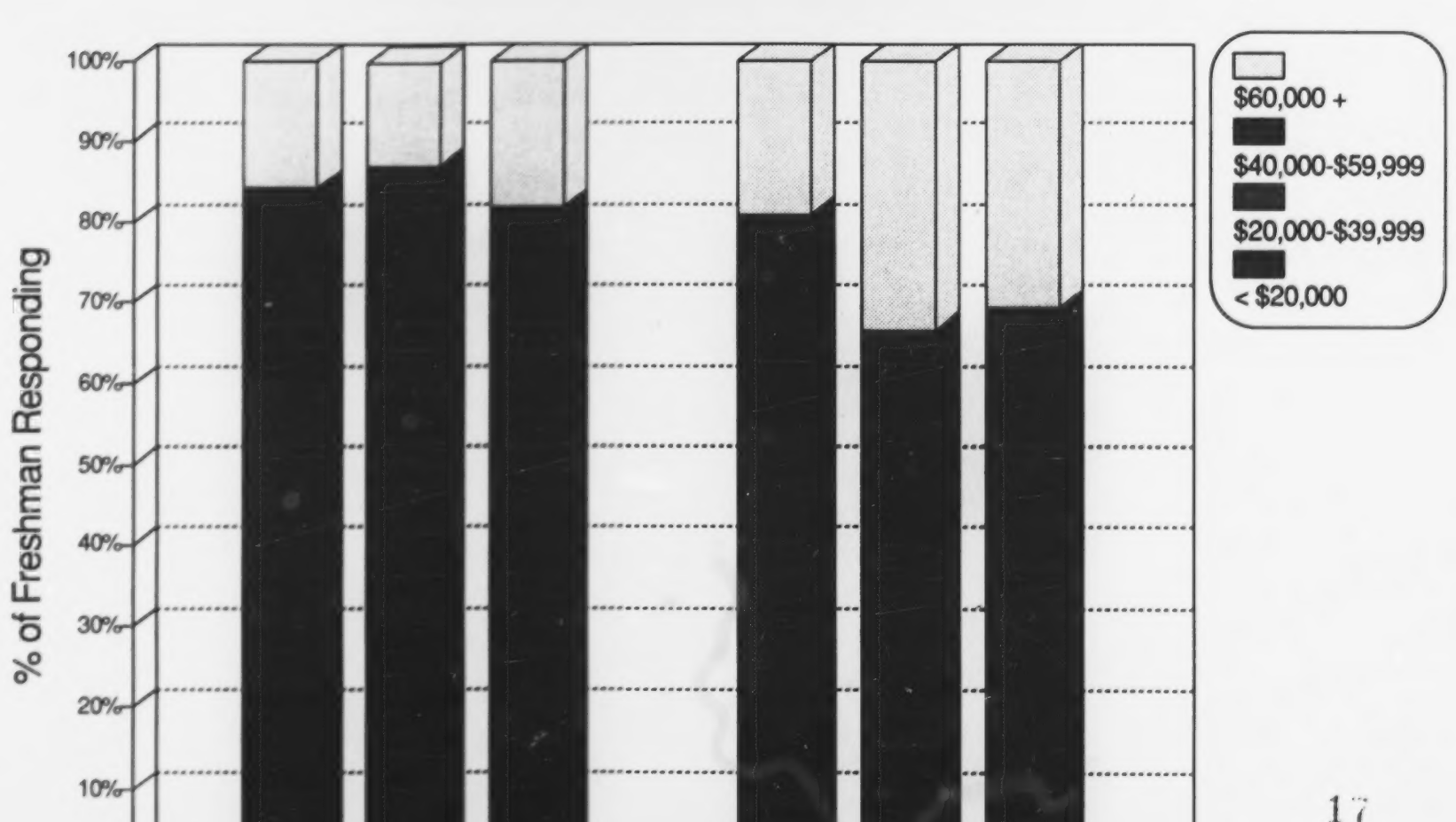
DATA ANALYSIS - RESPONSE RATES AND BIAS

Several of the demographic variables on the freshman survey instrument replicate data that is regularly collected on all of our students and entered into the Student Records mainframe database. Six of these replicated variables were used as a means of comparing the survey respondents with the College's total first-time, full-time freshmen population, to determine if the respondent population was representative of the total population. These variables were academic division, gender, age, race, father's education and mother's education. As in past years, these background characteristics show that the survey respondents were not entirely representative of the total population.

Freshmen enrolled in the non-technical divisions were significantly less likely to respond (55%) than those in the technical fields (75%). There are two reasons for this variation in response rates. First, the more technical programs are generally much more rigidly structured, with specific, unique courses required in their first semester. Thus, technical freshmen have less flexibility than their non-technical counterparts in terms of course selection. Second, the non-technical programs have far higher proportions of part-time students scattered throughout their courses. With practical limitations on the number of course sections which can be surveyed, these two factors result in capturing full-time freshmen from the technical programs much more

1992 CIRP FRESHMAN SURVEY

Family Background - Parent's Income



efficiently than those in the non-technical programs. For this reason it has been suggested that future administrations of the CIRP survey be conducted in conjunction with the freshman orientation, to eliminate this recurring response bias phenomenon.

Due to related enrollment trends, the difficulty in isolating non-technical freshmen also resulted in other cases of biased representation. Females, primarily enrolled in non-technical fields, were significantly less likely to respond than males (60% - 67%). Non-traditionally aged freshmen (20 and over), comprising the majority of non-technical enrollments, were significantly less likely to respond than traditional freshmen (46% - 75%). Freshmen whose parents had no college experience were significantly less likely to respond than those whose parents had attended college (fathers: 63% - 75%; mothers: 60% - 82%). Parents of non-technical students tend to have lower levels of educational attainment than those of technical students.

Because of these response biases, all of which stem from the student's program of enrollment, analysis of the survey responses will emphasize significant differences between the two general categories of students already referenced: technical and non-technical. While grouping the College's academic divisions in this way may be an over-simplification of the situation, it does provide a useful method for clarifying biased responses that are not representative of the entire full-time entering class.

DETAILED DATA ANALYSIS

Background - Demographics and Family (Tables 1, 10)

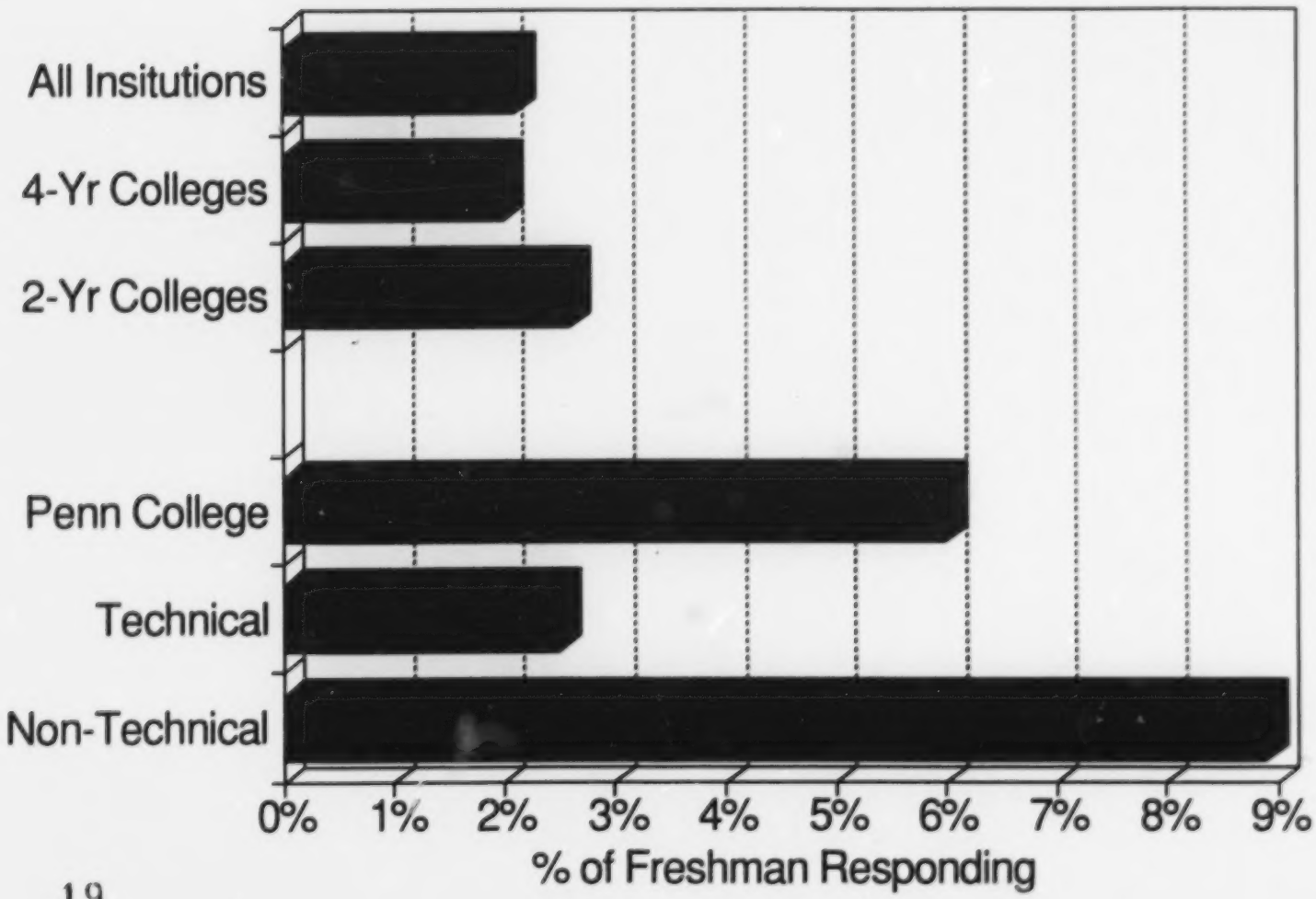
The parents of our freshmen are generally less educated, blue-collar workers, with lower incomes than the typical freshman's parents. Only 37% of the fathers and 38% of the mothers have any college experience, compared to 63% and 59% nationwide. Nearly one-third of the fathers and 15% of the mothers are skilled, semi-skilled or unskilled laborers, compared to 18% and 7% nationally. While parental incomes continue to slowly rise with inflation, only 16% were over $60,000, compared to 31% nationwide. The majority (61%) still have earnings under $40,000, compared to 49% nationally.

This income difference is particularly apparent in the parents of our non-technical freshmen. They are twice as likely as the parents of technical freshmen to have incomes under $20,000 (31%-15%). Perhaps related, non-technical freshmen are also much more likely to have divorced parents (33% - 21%).

The College has been collecting data on student disabilities for many years, but it has been unknown how we compare to other institutions in enrollment of disabled students. A new item on this year's survey shows that we are typical of other colleges in this regard, with one exception. The College enrolls a significantly higher proportion of learning disabled students (6% - 2%). Our technical students primarily account for this difference (9%), while our non-technical freshmen are more typical of the norm (3%).

1992 CIRP FRESHMAN SURVEY

Demographics - Learning Disabled



Student Activities (Tables 2, 11)

As documented in past years, our freshmen have significantly poorer educational backgrounds, including more poorly educated parents, worse high school grade performances and higher rates of high school drop-outs. As also noted in past years, looking at the frequency of time (or lack thereof) our freshmen spent engaged in various activities lends some insight as to why they are so poorly prepared.

Our freshmen are significantly less active than others in most measures of academic and cultural activities. Activities for which our students most substantially differed include:

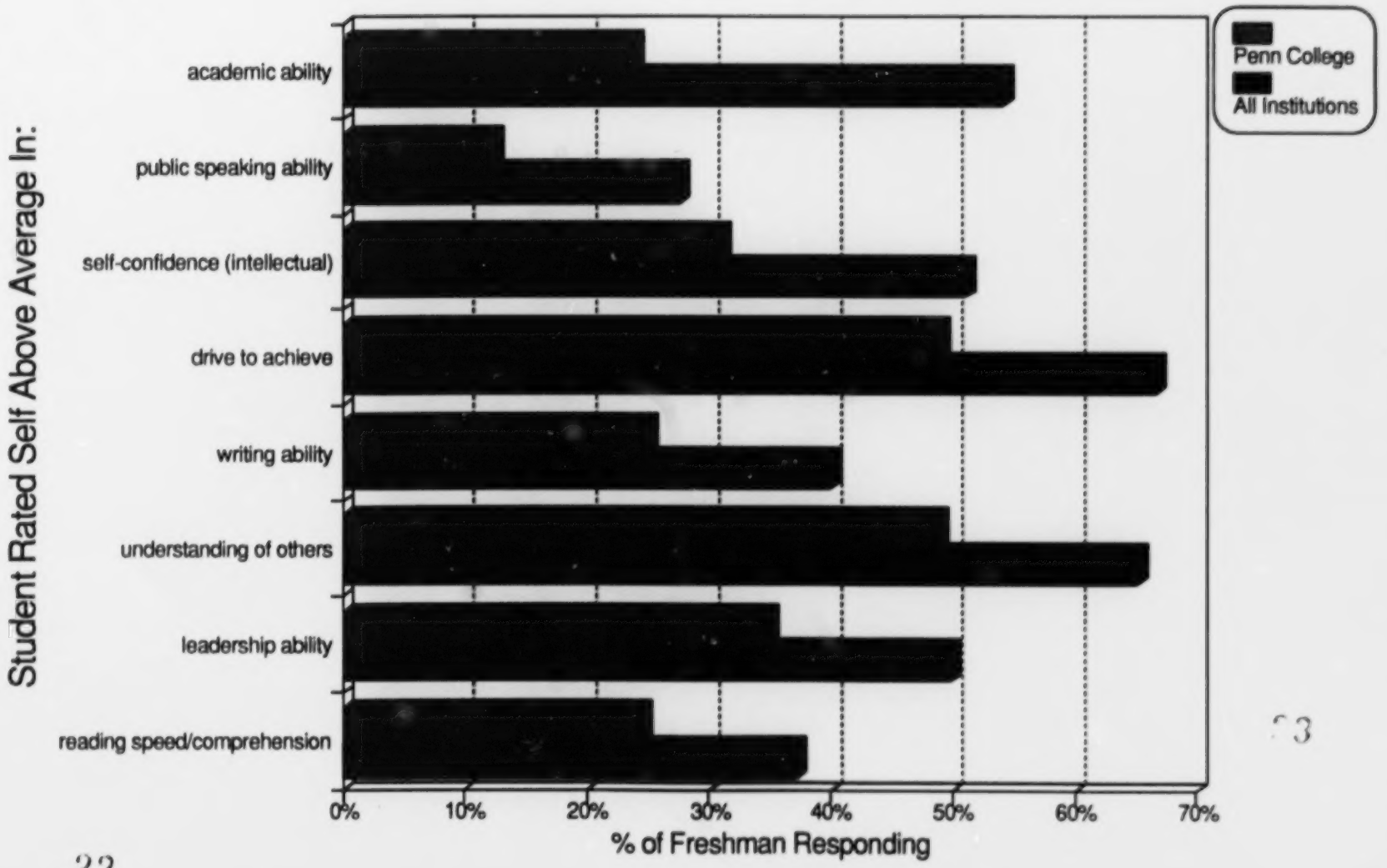
- tutored another student (25% - 48%),
- studied with other students (67% - 85%),
- voted in a student election (50% - 78%),
- frequently discussed politics (11% - 25%).
- attended a concert (57% - 77%),
- frequently socialized with different ethnic groups (33% - 54%),

In terms of quantity of time engaged in certain activities, our freshmen were significantly less likely to spend six or more hours a week studying or doing homework (22% - 37%), participating in student clubs (7% - 15%), or talking with teachers outside of class (3% - 5%).

Of the few activities in which our students were significantly more active than their peers, most were related to socializing, partying and working. They were more likely to spend sixteen or more hours a week socializing with friends (40% - 34%), partying (12% - 8%) or working for pay (48% - 35%). They were also more likely to drink beer (66% - 54%), frequently smoke cigarettes (25% - 11%), and frequently feel depressed (11% - 9%).

Although the proportion of our students who drank beer continues to be well above normal, since 1989 that proportion, as well as the number who drank wine or liquor, have decreased significantly (beer: 75% - 66%; wine/liquor: 62% - 56%), reflecting a national trend. Also reflecting national trends, the number talking with teachers outside of class six or more hours a week declined over the same time period (13% - 3%). In the place of interacting with teachers, our freshmen have increased in the number socializing with friends sixteen or more hours a week (33% - 40%).

1992 CIRP FRESHMAN SURVEY
High School Preparation - Self-Ratings



Because many of the activities described above revolve around a high school environment, our large number of non-traditional adult learners may be used to explain some of the differences in activity levels. In fact, for many key activities, the non-technical freshmen, who comprise most of the non-traditional students, are more like typical freshmen than the traditional aged technical freshmen. Non-technical students were more likely than technical students to spend six or more hours a week studying or doing homework (24% - 14%), participating in student clubs (19% - 4%), or in volunteer work (22% - 9%). They were also more likely to frequently socialize with different ethnic groups (40% - 27%) or discuss "safe sex" (21% - 12%). Among other differences between the two groups, non-technical students were more likely to frequently feel overwhelmed (30% - 14%), or frequently feel depressed (15% - 9%).

Technical freshmen were significantly more likely to exercise six or more hours a week (49% - 31%), drink beer (73% - 58%) and socialize with friends over sixteen hours a week (45% - 35%).

Background - Academic (Tables 3, 12)

The relatively poor academic preparation of our students has been well documented, in terms of high school grades, rank and placement test deficiencies. Similar to prior student activities, our non-technical freshmen are more traditional, in that they reported significantly better high school grades than technical freshmen: 20% had a high school average of B+ or better, compared to 16% for technical students.

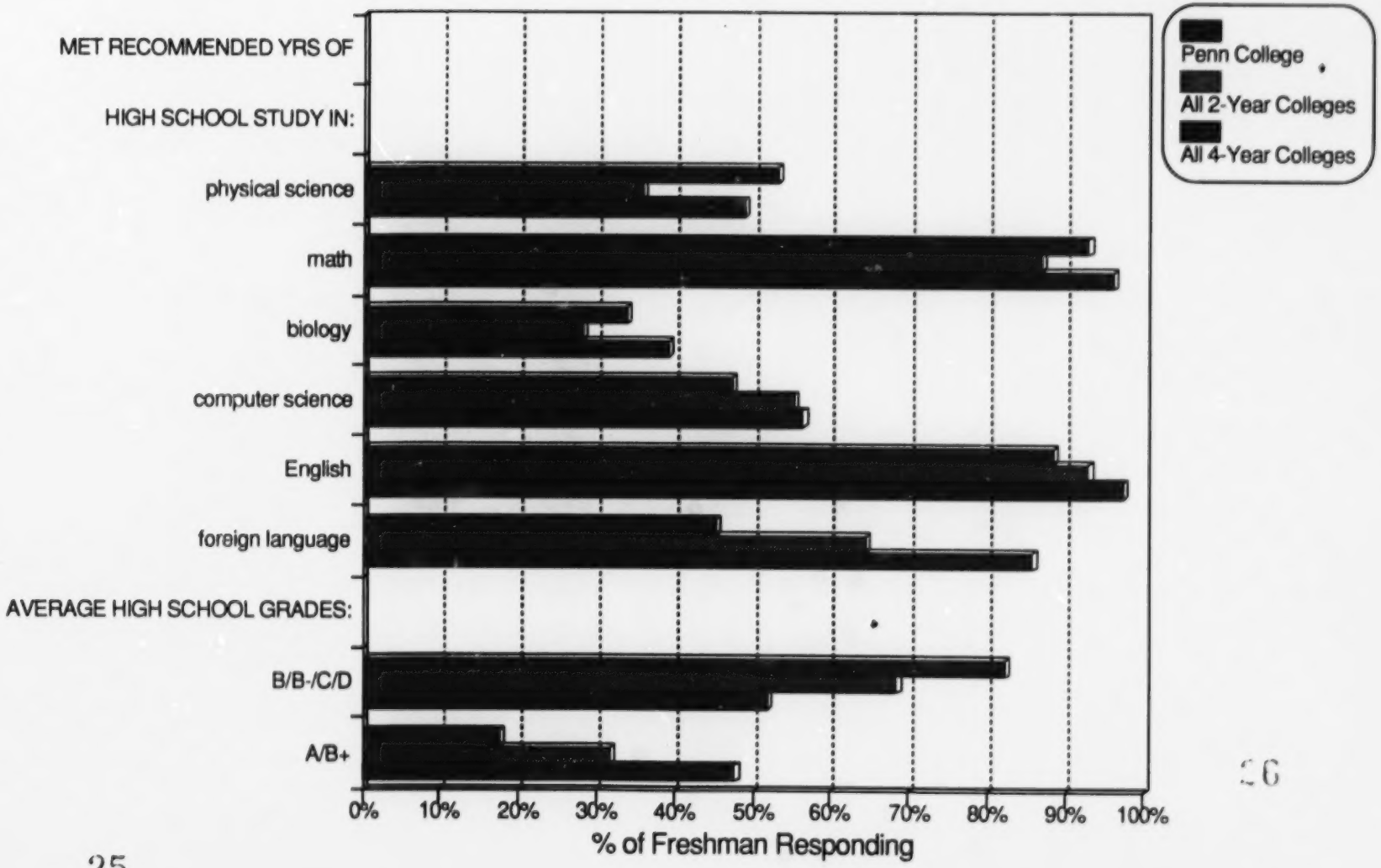
In addition to poor achievement, our freshmen are less likely to have met the recommended years of high school study in many subject areas, particularly: foreign language (45% - 79%), English (89% - 96%), and computer science (47% - 55%). Physical science was the one subject area in which the College's freshmen were more prepared than their peers (53% - 47%).

Given their activity patterns and academic achievements, it is not surprising that our students consistently rate themselves significantly poorer than their peers in every one of seventeen traits. Those traits in which our students differ most substantially include:

- academic ability (24% - 54%),
- public speaking (12% - 28%),
- intellectual self-confidence (31% - 51%),
- drive to achieve (49% - 67%)
- writing ability (25% - 40%).

Even in self-ratings of popularity, normally one of the higher of our students ratings, the proportion rated above average dropped significantly relative to 1990 (35% - 29%).

1992 CIRP FRESHMAN SURVEY
High School Preparation



Several interesting differences can be noted between our students. Technical students rate themselves higher than their non-technical counterparts in competitiveness (46% - 35%) and math ability (32% - 19%). The non-technical freshmen rate themselves higher in reading (33% - 23%), writing (31% - 21%) and public speaking (18% - 11%).

College Selection Process (Tables 4, 9, 13, 18)

The educational motivations for our students continue to be primarily economic. Relative to others, the reasons our freshmen note more significantly as being very important in deciding to go to college are to get a better job (89% - 79%), make more money (84% - 73%), or because they couldn't find a job (17% - 8%). Our freshmen were much less likely to attach importance to virtually any other reason, particularly:

- to become a more cultured person (22% - 38%),
- to improve reading and study skills (28% - 41%),
- to gain a general education (48%-63%).

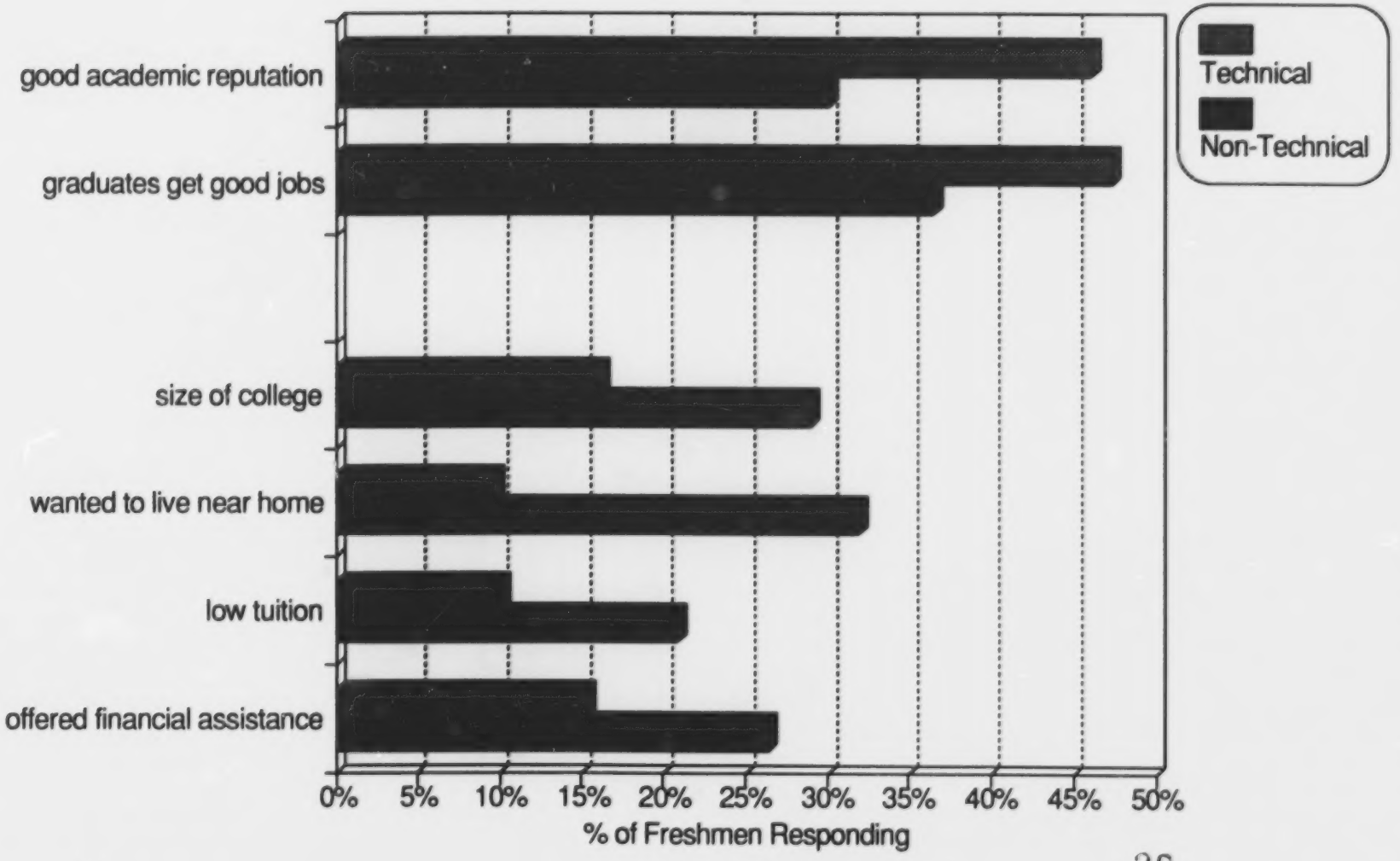
Once again, our non-technical freshmen differ significantly from the technical students, in ways that are more like the typical freshman. They are more likely to place greater importance in preparing for graduate school (34% - 20%), becoming more cultured (30% - 16%) and improving reading and study skills (35% - 22%).

As documented in past years, we face significantly less competition from other colleges for our freshmen, particularly in the technical programs. This is demonstrated by the proportion that applied only to Penn College (62% - 35%), and the number indicating the College as their first choice (79% - 72%). However, the lure of other colleges is gradually increasing as a competitor for our students. The proportion applying to other colleges has increased from under one-third in 1989 to 38%.

Not surprisingly, our non-technical freshmen are more open to competition from other colleges: they were much more likely than technical students to apply to two or more other colleges (22% - 18%) and were more likely to make another College their first choice (30% - 13%). As an alternative to choosing our College, non-technical students would more likely have chosen a different type college (37% - 17%). Technical students would more likely have entered the military as an alternative (19% - 9%).

The reasons students choose to attend the College differ significantly from that of other two-year colleges and four-year colleges. Relative to two-years, our students are more likely to stress our reputation for good job placement (44% - 30%), and are less likely to desire to live near home (20% - 35%).

1992 CIRP FRESHMAN SURVEY
Reasons for Selecting Penn College



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Relative to four-year freshmen, our students are much more likely to follow the advice of teachers (6% - 4%), guidance counselors (10% - 8%) and friends (12% - 10%). They are less likely to indicate size (23% - 47%), social reputation (10% - 25%) academic reputation (41% - 56%) or financial aid (21% - 35%).

Relative to all freshmen, our students are much more likely to emphasize the special programs offered (29% - 22%), and are less likely to cite low tuition (15% - 30%).

Once more, our non-technical freshmen are more like typical freshmen. They are significantly more likely to stress financial aid (26% - 17%), low tuition (21% - 11%), the desire to live near home (32% - 11%) and size (29% - 17%). Technical freshmen emphasized academic reputation (50% - 30%) and reputation for job placement (51% - 36%).

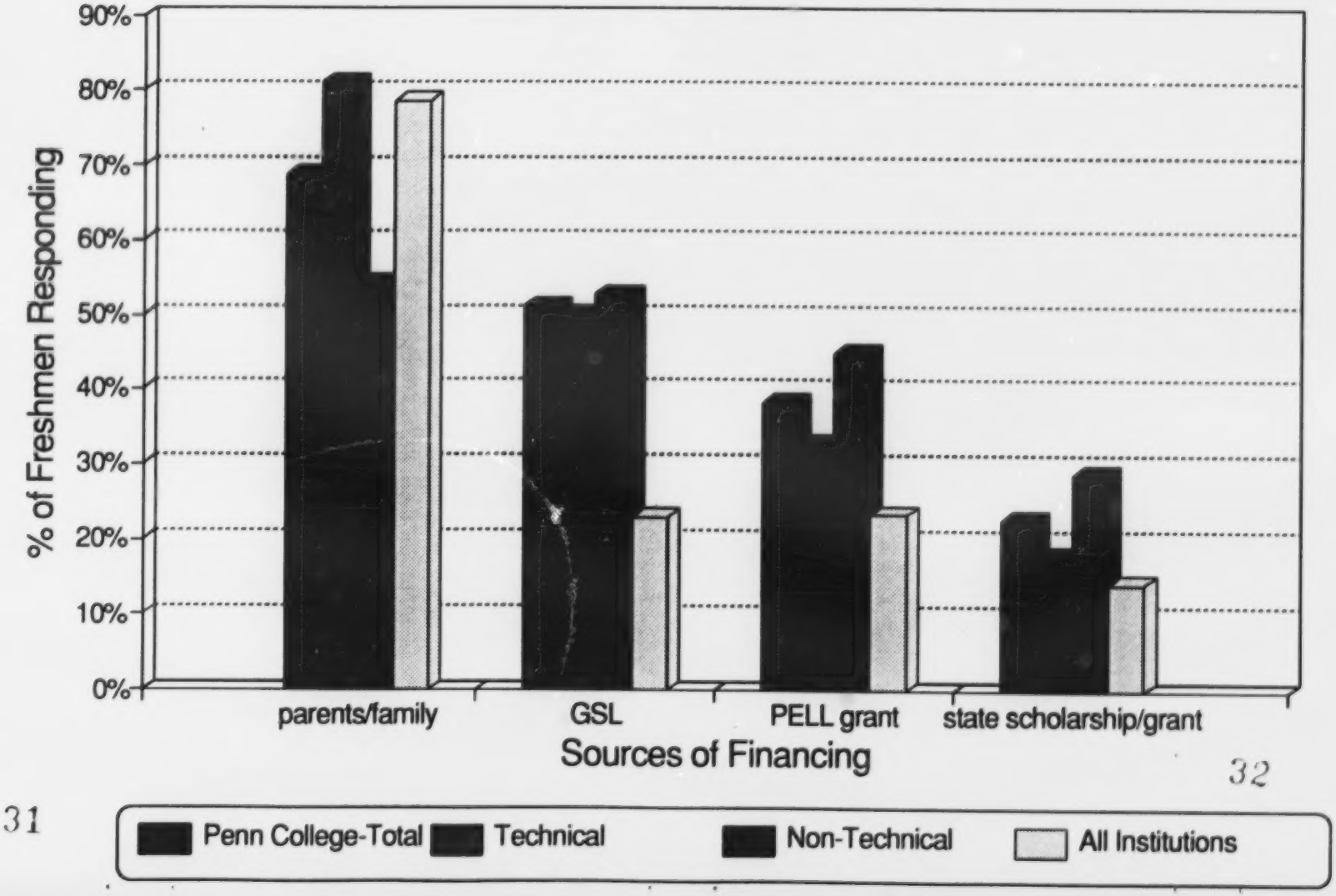
The impact of the College's affiliation with Penn State continues to grow. The proportion of freshmen indicating the affiliation was a positive factor in their enrollment decision has increased significantly, from 39% in 1989 to 58%. The prestige factor, initially the most attractive feature of the affiliation, has declined significantly, from over one-third in 1989, to less than one-fifth. In its place, more tangible advantages, such as new fields of study (up from 10% to 23%) and the chance to transfer to Penn State (up from 10% to 15%) have increased significantly. The potential of bachelor degree programs also increased in importance, though not significantly, from 12% to 15%.

Technical freshmen were significantly more likely than non-technical students to view the affiliation as a very positive factor (21% - 16%). This is apparently due to their belief that job opportunities will be better due to the recognition of Penn State (37% - 23%).

Educational Finances (Tables 8, 17)

Reflecting another nationwide trend, the number of our freshmen expressing a major concern about financing their education increased significantly from 11% in 1989 to 16%. As previously documented, due to their non-traditional age and income traits, our students are much more likely to depend on loans, particularly Guaranteed Student Loans (GSLs), and government aid, particularly Pell Grants. They are much less likely to have family support or campus jobs. Over half received GSLs, compared to less than one-fourth nationally. However, the proportion receiving over $1500 in GSLs dropped significantly from over one-third in 1990 to 27%, also reflecting a national trend. Considering that GSLs have been the biggest source of substantial financing, next to family, this could be one reason why concerns about educational finances are growing. Pell Grants of $1500 or less were received by 38% of our students, compared to 23% of all freshmen. State scholarships or grants of $1500 or less were received by 23%, compared to 14% nationwide, and up from 16% in 1989, helping to offset the decline in GSL dollars.

1992 CIRP FRESHMAN SURVEY
Educational Finances - Sources



Over 30% of our freshmen receive no family financial support, significantly above the norm (21%). They are also less likely to gain income from part-time campus jobs (6% - 20%), Work-Study Grants (3% - 12%), or other college grants (6% - 24%).

Consistent with their more traditional age and family income traits, technical freshmen are significantly more likely to depend on family (81% - 54%) and savings (summer job: 62% - 37%, other savings: 35% - 26%). Non-technical students depend much more heavily on government aid, particularly Pell Grants (45% -33%) and state grants or scholarships (29% - 18%).

Probable Future Activities (Tables 5, 14)

As with activities prior to college, our freshmen expect to engage in far fewer activities or changes in the future, compared to the typical freshman. The only activity they have a significantly greater expectation to occur than their peers is to get tutoring in some courses (19% - 16%). This expectation has increased substantially from 14% in 1989. Among the most significant differences with other freshmen, our students are much less likely to expect to:

- get a bachelor's degree (27% - 67%),
- change major (2% - 12%),
- change career choice (3% - 12%).

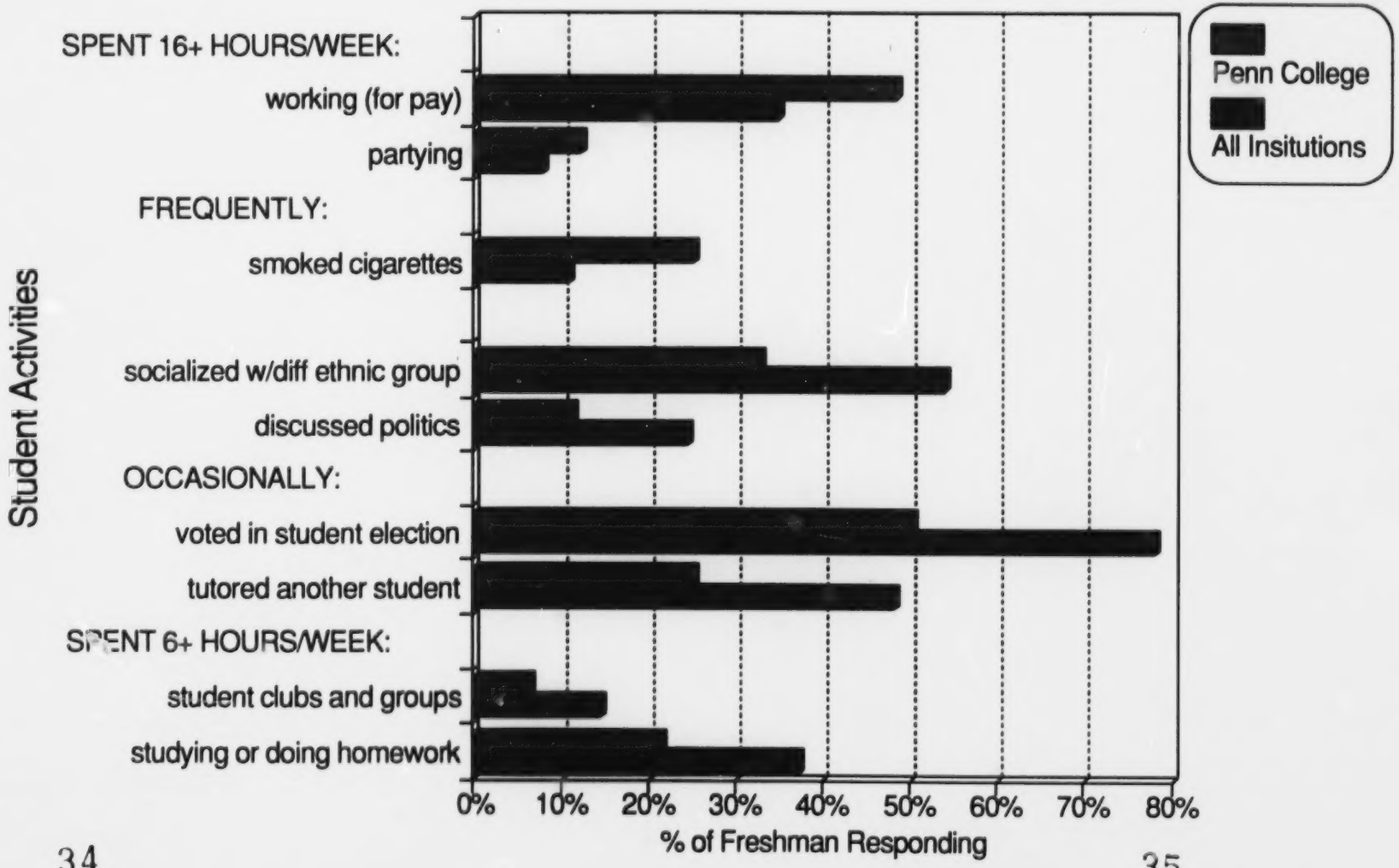
The economic climate seems to be dampening our freshmen's optimism. One-third do not expect to find a job in their field, up from over one-fourth in 1989. However, more do expect to get their bachelor's degree, up from 21% to 27%.

Again, our non-technical freshmen are somewhat more like freshmen nationwide, in having greater expectations for future change. They are more likely than technical students to expect to change their career choice (5% - 1%), need extra time to graduate (12% - 6%), work at an outside job (34% - 20%), get a bachelor's degree (37% - 18%), or transfer (18% - 2%).

Life Goals and Values (Tables 6, 15)

As previously documented and in keeping with college selection reasons, our freshmen, particularly technical freshmen, place much more emphasis on financially related goals and values, and less on most other goals and values. Specifically they are more concerned with being a business success (51% - 42%), and being financially well off (78% - 73%). This is in contrast to a national trend "away from the materialistic philosophy ... dominant during the 1980's" (Astin et al., 1992).

1992 CIRP FRESHMAN SURVEY
Student Activities in Past Year



Among other significant differences with typical freshmen, ours are much less likely to have goals of:

- becoming a community leader (14% - 31%),
- influencing the political structure (13% - 20%),
- participating in community action (13% - 26%),
- promoting racial understanding (27% - 42%),
- influencing social values (29% - 43%),
- developing a philosophy of life (32% - 46%).

As with other characteristics, our non-technical freshmen are closer to the national norm in their goals and values. They are much more likely to emphasize helping others (63% - 37%), influencing social values (38% - 22%), developing a life philosophy (37% - 27%), promoting racial understanding (40% - 15%) and participating in community action (18% - 9%). Technical freshmen are much more likely to emphasize becoming a business success (61% - 39%), and becoming an authority in their field (69% - 58%).

Political and Social Views (Tables 7, 16)

As previously documented, our freshmen are much less likely to identify with liberal or conservative labels, and rather consider themselves more middle-of-the-road than their peers (61% - 53%). Specific views, however, show them generally to be much more conservative than they think, particularly technical freshmen.

Our freshmen are significantly more likely to agree with most views generally considered to be politically or socially conservative, particularly the following:

- the main college benefit is more earning power (83% - 70%),
- laws should prohibit homosexual relationships (48% - 38%),
- AIDS is best controlled by mandatory testing (71% - 64%),
- colleges should regulate student publications (50% - 42%),
- federal military spending should be increased (27% - 21%),
- activities of married women are best confined to home (32% - 26%).

The College's freshmen are also significantly less likely to agree with most views generally considered to be politically or socially liberal, particularly the following:

- the government should control handguns more (60% - 80%),
- the government should raise taxes to reduce the deficit (17% - 27%),
- the death penalty should be abolished (15% - 21%).

Our freshmen were significantly more liberal than their peers in two areas, drugs and sexual attitudes. Related to their tendency to spend more time partying, our students were also significantly more likely to support legalization of marijuana (30% - 23%). That proportion has increased significantly from 18% in 1989, in keeping with a nationwide trend. Similarly, the number in support of employer drug tests dropped from 83% in 1990 to 77%.

The view that sex is alright even if two people have only known each other a short time is significantly greater for our students (58% - 44%), but has dropped substantially since 1990 (68%). Combined with other trends in sexual attitudes, it could be a sign that our students are slowly displaying an increased awareness of the realities concerning AIDS. Though well above the norm, our freshmen have declined significantly in their support of prohibiting homosexual relations, from nearly two-thirds in 1989 to under one half. Likewise, support of mandatory AIDS testing has dropped slightly from 76% in 1990 to 71%.

In most views, our technical freshmen are more conservative than the non-technical students. Among the significant differences, technical freshmen are more likely to disapprove of increased gun control (74% - 48%), and more likely to support prohibiting homosexual relations (59% - 36%), the concept that married women are best in the home (37% - 26%), and that the main benefit of college is increased earning power (87% - 78%).

SURVEY ADMINISTRATION/DATA PREPARATION

The CIRP questionnaire (Appendix A) is an optically scanned document consisting of 38 items. Of those, 22 items allow for only one response. The other 16 items are multi-purpose. Together the 38 items produce 251 possible variables.

In addition to items 1-38, the survey permitted the College to ask an additional ten questions of local interest. These questions were designed by the Office of Strategic Planning and Research (OSPR), Community Relations and Student Services.

The questionnaire was administered by instructors in selected class sections between August 19 and August 28, 1992 with 1468 students completing the survey. The questionnaire was intended to be administered only to first-time, full-time freshman. The process of identifying and selecting the first semester classes to by surveyed was done by ASPIRE. Questionnaires, supplemental questions and instructions (Appendix C) were distributed to the faculty of these classes and collected by the Division Offices. All questionnaires were returned to ASPIRE for editing, sorting and coding by division and preparation for shipment.

The surveys were mailed to Questar Data Systems in Minnesota for processing on September 25, 1992.

Despite efforts to limit the survey to first-time full-time students, certain exceptions were unavoidable. Some part-time students, transfer students, re-enrolled students and second-year students completed the survey.

Therefore when the survey results were received from CIRP, 895 actual survey results were used. Part-time and transfer (from other colleges) students have been excluded from totals, but data is available from them. The actual response rate was 64.3% of the College's 1391 first-time, full-time freshman.

If should be emphasized that the survey results are for our full-time population only. Previous studies and data analyses have documented that our part-time students differ in many important ways from our full-timers.

The 251 variables have been grouped into two sets of tables. The first set of tables compares Penn College responses from 1992 to the 1990 and 1989 responses. The first set of tables (1-9) also compares 1992 responses from Penn College to 1992 responses from other groupings of institutions: all two-year colleges, all four-years colleges and all participating institutions. The second set of tables (10-18) compares 1992 responses across our six academic divisions and North Campus.

TIMETABLE OF PENN COLLEGE'S PARTICIPATION IN 1992 CIRP SURVEY

March 11, 1992	Received invitation to participate in UCLA/CIRP Freshman Survey and copy of 1992 questionnaire with summary of changes.
August 14, 1992	Received update of Supplemental Questions
August 1, 1992	Received 2000 questionnaires from UCLA.
August 12, 1992	Survey and instructions were prepared by Office of Strategic Planning and Research: - First semester classes to be surveyed were selected - Survey schedule was prepared - Instructions and forms (with supplemental questions) were distributed through division offices.
August 19-28, 1992	Surveys were administered by faculty in classrooms.
August 31- September 24, 1992	Surveys were edited and sorted, division codes were added and surveys prepared for shipping.
September 25, 1992	Surveys mailed to Questar Data Systems (Minnesota) for processing.
December 17, 1992	Summary report, The American Freshman: National Norms For Fall 1992, received from UCLA/CIRP.
January 31, 1993	Summary data printouts and data disk received from UCLA/CIRP.
March - April 1993	Preparation of tables and report.

SECTION II

PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 1
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Response Percentages: Penn College 1992	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Gender	895	1042	1036			
Female	33.1%	31.3%	32.6%	55.7%	55.1%	54.1%
Male	66.9%	68.7%	67.4%	44.3%	44.9%	45.9%
Age by December 31, 1992	889	1039	1034			
17 or younger	0.7%	1.2%	1.0%	1.7%	2.3%	2.2%
18	45.0%	47.2%	51.6%	56.9%	72.4%	66.8%
19	28.0%	29.4%	25.0%	27.2%	22.3%	24.1%
20	7.4%	7.2%	6.1%	3.8%	1.5%	2.3%
21 - 24	7.8%	6.7%	6.2%	4.3%	1.0%	2.2%
25 - 29	5.4%	3.7%	2.9%	2.5%	0.3%	1.1%
30 - 39	3.5%	3.5%	4.3%	2.5%	0.2%	1.1%
40 - 54	2.1%	0.9%	2.7%	0.9%	0.1%	0.4%
55 or older	0.1%	0.4%	0.2%	0.1%	0.0%	0.0%
Year Graduated from High School	885	1030	1031			
Year of Survey	71.1%	73.0%	70.4%	84.5%	96.5%	92.2%
1 year prior	7.2%	8.7%	10.1%	3.9%	1.6%	2.4%
2 years prior	2.6%	3.3%	3.0%	1.4%	0.4%	0.7%
3 years prior or more	13.7%	10.1%	11.1%	6.3%	1.0%	2.9%
H.S. equivalency (G.E.D. test)	5.3%	4.7%	4.8%	3.1%	0.3%	1.4%
never completed high school	0.1%	0.2%	0.7%	0.7%	0.1%	0.3%

TABLE 1 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Response Percentages: Penn College 1992	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Racial Background	873	1006	1008			
White/Caucasian	96.9%	97.5%	98.0%	84.2%	79.7%	82.3%
African-American/Black	1.4%	1.5%	1.3%	6.9%	13.3%	9.1%
American Indian	1.7%	0.9%	0.8%	1.6%	2.1%	1.7%
Asian-American/Oriental	0.5%	0.1%	0.4%	1.4%	2.7%	3.1%
Mexican-American/Chicano	0.3%	0.3%	0.4%	4.9%	2.2%	3.3%
Puerto Rican-American	0.5%	0.1%	0.2%	0.8%	0.6%	0.7%
other	0.5%	0.4%	0.6%	1.5%	1.7%	1.6%
Estimated Parental Income	754	898	894			
Less than $6,000	3.2%	4.1%	4.3%	4.9%	3.0%	3.4%
$ 6,000 - $ 9,999	4.1%	3.9%	3.5%	4.6%	2.6%	3.1%
$ 10,000 - $ 14,999	7.4%	7.0%	8.1%	5.7%	4.3%	4.6%
$ 15,000 - $ 19,999	7.4%	6.8%	7.7%	6.3%	4.8%	5.0%
$ 20,000 - $ 24,999	10.3%	10.4%	11.0%	8.4%	5.9%	6.6%
$ 25,000 - $ 29,999	9.8%	9.6%	10.4%	8.3%	6.6%	6.9%
$ 30,000 - $ 39,999	18.6%	24.0%	24.4%	16.8%	13.4%	14.1%
$ 40,000 - $ 49,999	12.5%	13.4%	11.1%	15.1%	13.7%	13.8%
$ 50,000 - $ 59,999	11.0%	9.0%	9.3%	11.1%	12.5%	11.9%
$ 60,000 - $ 74,999	7.8%	5.9%	5.4%	9.2%	12.9%	11.8%
$ 75,000 - $ 99,999	4.4%	2.8%	2.0%	5.2%	9.1%	8.4%
$100,000 - $149,999	1.9%	1.8%	1.8%	2.5%	5.9%	5.4%
$150,000 - $199,999	1.6%	1.3%	1.2%	2.1%	5.4%	5.0%
Status of Parents	887	1036	1031			
living with each other	67.2%	68.4%	71.0%	68.5%	70.9%	70.9%
divorced or separated	26.3%	24.0%	19.6%	25.7%	24.5%	24.2%
one or both deceased	6.5%	7.5%	9.4%	5.9%	4.6%	4.9%

TABLE 1 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Response Percentages: Penn College 1992	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Father's Education	840	997	995			
grammar school or less	2.1%	2.9%	3.8%	5.2%	2.7%	3.5%
some high school	12.7%	13.1%	13.9%	10.4%	5.6%	7.0%
high school graduate	47.9%	46.3%	48.0%	35.6%	23.7%	26.6%
postsecondary other than college	7.6%	6.0%	6.5%	6.5%	5.5%	5.7%
some college	9.9%	12.0%	9.1%	17.5%	17.6%	16.8%
college degree	14.3%	13.7%	13.7%	15.8%	23.5%	21.5%
some graduate school	1.0%	0.9%	0.4%	1.0%	3.0%	2.4%
graduate degree	4.5%	4.9%	4.5%	7.9%	18.4%	16.5%
Father's Career	797	932	938			
artist (incl. performer)	0.6%	0.5%	0.3%	0.5%	0.8%	0.7%
business	16.9%	19.0%	20.5%	21.0%	27.9%	26.2%
clergy	1.0%	0.4%	0.3%	0.8%	1.5%	1.1%
college teacher or administrator	0.4%	0.6%	0.2%	0.3%	0.9%	0.7%
doctor or dentist	0.1%	0.5%	0.5%	0.7%	2.1%	2.0%
education (secondary)	2.4%	1.7%	2.0%	2.3%	4.3%	3.5%
education (elementary)	0.6%	0.8%	1.0%	0.6%	1.1%	0.9%
engineer	6.4%	5.5%	4.8%	7.2%	7.3%	7.8%
farmer or forester	2.4%	2.9%	2.0%	4.9%	2.3%	3.5%
health professional (non-M.D.)	0.6%	2.0%	0.7%	1.2%	1.3%	1.3%
lawyer	0.4%	0.2%	0.2%	0.5%	1.7%	1.5%
military (career)	2.0%	1.7%	1.0%	2.1%	2.3%	2.2%
research scientist	0.3%	0.0%	0.1%	0.2%	0.5%	0.5%
skilled worker	17.1%	16.2%	19.4%	12.6%	9.3%	10.0%
semi-skilled worker	7.3%	9.5%	10.4%	6.3%	4.0%	4.6%
laborer (unskilled)	8.2%	8.7%	8.8%	4.7%	2.9%	3.4%
unemployed	4.6%	2.3%	2.3%	4.0%	3.2%	3.3%
other career	28.7%	27.4%	25.3%	30.1%	26.6%	26.8%

TABLE 1 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Response Percentages: Penn College 1992	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Mother's Education	855	1013	1007			
grammar school or less	1.8%	2.8%	2.7%	4.2%	2.0%	2.8%
some high school	8.9%	8.9%	11.3%	9.1%	4.5%	5.9%
high school graduate	51.2%	53.9%	55.5%	39.9%	29.6%	31.9%
postsecondary other than college	10.6%	9.1%	7.4%	7.6%	7.9%	7.6%
some college	10.6%	10.3%	8.1%	17.2%	19.4%	18.3%
college degree	12.6%	10.5%	10.9%	15.2%	22.1%	20.7%
some graduate school	0.8%	1.2%	0.9%	1.2%	3.3%	2.7%
graduate degree	3.4%	3.5%	3.1%	5.7%	11.2%	10.0%
Mother's Career	825	947	971			
artist (incl. performer)	0.7%	0.8%	0.7%	0.8%	1.5%	1.3%
business	12.4%	13.5%	12.5%	13.4%	13.4%	13.6%
business (clerical)	7.5%	10.5%	9.1%	9.7%	9.5%	9.4%
clergy	0.2%	0.0%	0.1%	0.1%	0.2%	0.2%
college teacher or administrator	0.2%	0.3%	0.1%	0.1%	0.5%	0.4%
doctor or dentist	0.7%	0.3%	0.4%	0.3%	0.5%	0.4%
education (secondary)	1.8%	1.4%	2.0%	2.8%	5.0%	4.4%
education (elementary)	3.5%	3.0%	2.6%	6.1%	9.2%	8.1%
engineer	0.1%	0.0%	0.2%	0.2%	0.3%	0.3%
farmer or forester	0.4%	0.2%	0.7%	0.9%	0.3%	0.5%
health professional (non-M.D.)	2.1%	1.5%	2.1%	1.9%	2.1%	2.1%
homemaker (full-time)	14.9%	13.2%	18.8%	15.0%	13.5%	14.4%
lawyer	0.2%	0.0%	0.0%	0.1%	0.3%	0.2%
nurse	9.1%	8.0%	7.3%	8.2%	7.9%	8.1%
research scientist	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%
social/welfare/recreation worker	1.1%	1.1%	0.6%	1.4%	1.6%	1.5%
skilled worker	2.7%	2.0%	2.8%	2.4%	2.0%	2.1%
semi-skilled worker	5.7%	6.2%	6.9%	3.2%	2.5%	2.7%
laborer (unskilled)	6.3%	6.5%	6.4%	3.0%	1.8%	2.2%
unemployed	6.1%	5.9%	5.3%	6.9%	5.5%	6.0%
other career	24.2%	25.4%	21.5%	23.3%	22.0%	22.0%

TABLE 1 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Response Percentages: Penn College 1992	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Miles from College to Home	884	1034	1031			
5 or less	10.0%	12.4%	13.5%	18.3%	5.4%	10.0%
6 - 10	4.8%	5.9%	5.2%	13.7%	5.3%	8.4%
11 - 50	28.5%	28.3%	28.5%	43.8%	22.8%	29.8%
51 - 100	24.5%	24.3%	24.5%	11.3%	17.5%	14.6%
101 - 500	31.8%	28.7%	27.8%	10.6%	35.9%	28.1%
500 +	0.5%	0.4%	0.4%	2.3%	13.0%	9.1%
Residence Planned During Fall Term	880	1037	915			
with parents or relatives	31.7%	31.5%	37.2%	61.5%	17.1%	32.7%
other private home/apt./room	38.3%	41.5%	45.0%	14.2%	3.4%	7.4%
college dormitory	5.0%	4.3%	0.8%	19.9%	77.1%	56.6%
fraternity or sorority house	0.2%	0.1%	0.3%	0.0%	0.3%	0.4%
other campus housing	19.7%	17.5%	11.0%	2.4%	1.6%	1.9%
other	5.1%	5.1%	5.7%	2.0%	0.4%	1.0%
Disabilities	868	*	*			
hearing	1.6%	*	*	1.0%	0.9%	0.9%
speech	0.5%	*	*	0.4%	0.3%	0.3%
orthopedic	0.9%	*	*	1.3%	0.9%	1.1%
learning disability	6.0%	*	*	2.6%	2.0%	2.1%
health-related	2.5%	*	*	1.9%	1.4%	1.5%
partially-sighted or blind	2.3%	*	*	2.1%	2.4%	2.2%
other	2.8%	*	*	1.8%	1.5%	1.5%

* Item not included in survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 2
STUDENT ACTIVITIES IN LAST YEAR

Item/ Responses	Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
		Response Percentages					
Activities Students Engaged in During the Past Year							
attended a religious service	872	72.0%	72.4%	73.7%	81.8%	86.5%	84.0%
** was bored in class	873	21.5%	21.9%	*	23.4%	31.7%	29.5%
participated in demonstration	867	33.0%	30.4%	30.4%	39.4%	43.5%	40.5%
didn't complete homework on time	871	56.9%	63.0%	61.6%	62.2%	68.5%	65.7%
tutored another student	869	25.1%	23.5%	21.1%	36.8%	52.2%	48.2%
studied with other students	867	67.2%	68.7%	69.0%	79.3%	87.5%	84.9%
was guest in teacher's home	868	15.9%	20.8%	18.0%	23.5%	29.8%	27.2%
** smoked cigarettes	871	25.3%	23.2%	23.5%	14.0%	9.1%	10.8%
drank beer	871	66.0%	72.9%	74.6%	53.2%	51.6%	53.5%
drank wine or liquor	869	55.8%	59.7%	62.2%	52.8%	52.6%	53.9%
stayed up all night	872	76.4%	77.0%	77.7%	75.3%	81.0%	78.9%
** spoke other language at home	871	2.1%	1.6%	1.4%	5.6%	5.9%	6.4%
** felt overwhelmed	870	21.1%	17.9%	17.2%	19.1%	23.7%	22.0%
** felt depressed	871	11.3%	10.5%	9.6%	9.6%	9.3%	9.1%
performed volunteer work	870	50.6%	52.1%	48.1%	58.0%	69.3%	65.6%
came late to class	868	36.5%	39.3%	*	46.7%	56.9%	53.5%
play d a musical instrument	869	29.3%	26.7%	*	33.3%	39.0%	37.3%
** ask d teacher for advice	868	8.9%	15.2%	*	14.9%	21.5%	18.9%
vote d in student election	867	50.3%	*	*	68.8%	83.1%	77.9%
** discussed politics	869	11.3%	*	*	16.5%	27.7%	24.6%
attended recital or concert	868	56.6%	*	*	68.4%	80.4%	76.5%
worked in political campaign	869	2.4%	*	*	4.5%	8.3%	7.3%
argued with teacher in class	864	38.9%	*	33.1%	37.7%	51.7%	47.8%
** discussed "safe sex"	870	15.7%	*	*	20.1%	25.0%	22.4%
** socialized w/diff ethnic group	861	32.9%	*	*	47.0%	57.8%	54.0%

* Item not included in survey for this particular year.

** Percentage reporting "frequently" only; other items reflect responses of "frequently" or "occasionally".

TABLE 2 (cont.)
STUDENT ACTIVITIES IN LAST YEAR

Item/ Responses	Response Percentages: Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Hours per Week in Last Year Spent On:							
Six or More Hours							
studying or doing homework	834	21.5%	22.6%	22.2%	28.9%	40.2%	37.3%
talking w/teacher outside class	831	2.8%	4.2%	12.9%	5.1%	5.6%	5.1%
exercising or sports	830	44.1%	44.2%	44.4%	40.9%	51.1%	47.7%
volunteer work	826	6.7%	6.7%	5.8%	5.9%	7.1%	6.5%
student clubs and groups	828	6.5%	7.2%	8.4%	11.6%	16.3%	14.6%
Sixteen or More Hours							
socializing with friends	831	40.2%	38.9%	33.1%	40.2%	35.3%	33.6%
partying	828	12.2%	10.5%	9.6%	12.2%	6.8%	7.8%
working (for pay)	824	48.4%	50.5%	53.0%	48.4%	33.1%	35.0%
watching TV	826	9.2%	9.6%	7.6%	9.2%	8.2%	7.8%

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 3
HIGH SCHOOL BACKGROUND

Item/ Responses	Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
		Response Percentages					
Average High School Grade	879		1033	1027			
A or A+		1.4%	1.9%	1.8%	6.0%	12.4%	12.0%
A-		5.1%	3.8%	3.6%	9.1%	14.9%	13.9%
B+		11.1%	11.8%	11.9%	16.6%	20.5%	19.2%
B		28.0%	28.9%	31.0%	26.3%	24.8%	24.6%
B-		18.7%	19.3%	18.6%	16.4%	13.1%	13.3%
C+		21.8%	20.7%	21.0%	15.7%	9.5%	10.8%
C		12.9%	12.8%	11.6%	9.5%	4.5%	5.9%
D		1.0%	0.8%	0.6%	0.5%	0.2%	0.3%
Have Met Recommended Years of High School Study In:							
English (4 yrs)	875	88.5%	89.8%	*	93.0%	97.3%	95.9%
mathematics (3 yrs)	872	93.0%	92.8%	*	86.9%	96.3%	93.1%
foreign language (2 yrs)	839	45.2%	43.6%	*	64.5%	85.8%	79.3%
physical science (2 yrs)	843	53.1%	57.1%	*	35.8%	48.9%	46.8%
biological science (2 yrs)	852	33.9%	33.4%	*	28.3%	39.3%	35.4%
history/American govt (1 yr)	862	98.4%	97.8%	*	98.0%	99.1%	98.7%
computer science (1/2 yr)	809	47.3%	47.6%	*	55.4%	56.4%	55.4%
arts/music (1 yr)	842	67.9%	67.7%	*	68.6%	72.1%	71.4%

* Item not included in survey for this particular year.

TABLE 3 (cont.)
HIGH SCHOOL BACKGROUND

Item/ Responses	Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
			Response Percentages				
Student Rated Self Above Average In:							
academic ability	873	23.9%	25.2%	22.7%	36.1%	59.5%	54.1%
artistic ability	872	21.0%	21.8%	20.0%	21.8%	25.7%	25.0%
competitiveness	870	41.0%	44.2%	42.7%	45.8%	56.2%	53.8%
cooperativeness	872	56.9%	57.7%	*	61.8%	71.9%	68.3%
drive to achieve	874	49.0%	49.5%	47.5%	57.5%	70.2%	66.7%
emotional health	872	41.2%	45.0%	45.5%	47.7%	57.5%	54.8%
leadership ability	873	34.9%	37.6%	37.7%	40.8%	53.7%	49.8%
mathematical ability	872	26.0%	24.9%	27.9%	26.9%	39.1%	37.4%
originality	869	38.9%	*	*	42.1%	53.5%	50.2%
physical health	870	49.9%	51.2%	52.7%	50.5%	58.6%	56.4%
popularity	870	28.9%	35.1%	34.0%	31.2%	41.1%	38.3%
public speaking ability	869	12.3%	13.7%	15.3%	19.1%	31.2%	27.7%
reading speed/comprehension	870	24.4%	*	*	30.3%	39.3%	37.2%
self-confidence (intellectual)	868	31.1%	30.9%	30.7%	39.8%	55.0%	51.1%
self-confidence (social)	871	34.0%	32.8%	31.4%	38.5%	48.1%	45.0%
understanding of others	871	48.9%	50.6%	*	57.3%	69.4%	65.1%
writing ability	870	24.9%	22.4%	21.1%	31.0%	43.2%	40.0%

* Item not included in survey for this particular year.

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Date: 4/19/93

PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 4
COLLEGE SELECTION PROCESS

Item/ Responses	Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
		Response Percentages					
Reasons Noted as Very Important in Deciding to Go to College (*)							
parents wanted me to go	863	24.1%	29.5%	27.2%	36.0%	34.6%	34.4%
could not find a job	865	16.9%	11.2%	11.6%	11.9%	6.5%	8.2%
wanted to get away from home	862	11.0%	9.6%	8.4%	9.1%	18.9%	15.3%
get a better job	868	89.2%	87.1%	85.4%	82.5%	76.4%	78.5%
gain general education	862	47.8%	51.9%	49.7%	58.6%	64.1%	62.5%
improve reading/study skills	861	28.0%	32.4%	30.2%	41.9%	42.5%	41.4%
nothing better to do	856	1.3%	1.8%	2.3%	2.4%	2.7%	2.6%
become a more cultured person	861	22.2%	22.1%	20.0%	31.9%	42.0%	38.4%
make more money	857	84.1%	82.8%	81.2%	77.9%	70.3%	73.3%
learn more about things	864	74.0%	72.6%	71.7%	70.2%	73.6%	73.0%
prepare for graduate school	862	26.5%	27.7%	26.7%	53.6%	54.5%	55.3%
role model/mentor encouraged me	861	9.9%	**	**	14.6%	15.2%	14.0%
Number of Other Colleges Applied to for Admission this Year	886		1037	1003			
0		62.2%	67.5%	68.4%	53.2%	22.7%	34.5%
1		17.9%	13.1%	13.4%	18.0%	15.5%	16.2%
2		9.9%	9.6%	9.6%	13.4%	18.6%	16.1%
3		6.9%	6.7%	6.3%	8.8%	18.0%	14.1%
4		2.0%	2.1%	1.9%	3.7%	10.8%	8.1%
5		0.7%	0.4%	0.2%	1.5%	6.7%	5.0%
6 +		0.3%	0.6%	0.3%	1.4%	7.5%	6.1%

TABLE 4 (cont.)
COLLEGE SELECTION PROCESS

Item/ Responses	Response Percentages: Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
This College is Student's	888		1037	1036			
1st choice		78.9%	77.7%	77.9%	72.2%	70.8%	72.1%
2nd choice		15.7%	17.3%	17.5%	19.0%	22.3%	20.4%
3rd choice		3.7%	3.0%	3.1%	5.4%	4.8%	4.9%
4th choice or lower		1.7%	2.0%	1.5%	3.5%	2.0%	2.6%
Reasons Noted as Very Important in Selecting this College (*)							
relative wanted me to come	847	7.3%	5.6%	5.5%	13.6%	8.5%	10.2%
advice of teacher	846	6.0%	4.5%	6.6%	6.0%	4.3%	4.7%
good academic reputation	849	40.5%	39.8%	43.3%	38.5%	55.5%	50.9%
good social reputation	850	10.4%	8.2%	10.6%	14.6%	25.0%	22.3%
offered financial assistance	842	21.0%	18.8%	17.0%	24.0%	34.7%	28.3%
offers special programs	848	28.5%	24.2%	25.8%	20.2%	24.0%	21.9%
low tuition	844	15.3%	14.9%	16.0%	38.8%	24.9%	30.0%
advice of guidance counselor	842	9.7%	6.2%	9.0%	11.2%	7.1%	8.3%
wanted to live near home	844	20.3%	19.3%	20.5%	34.8%	18.1%	23.6%
friend suggested attending	844	12.0%	8.9%	10.5%	12.0%	8.8%	9.6%
recruited by college rep	839	1.7%	2.5%	1.6%	2.8%	6.0%	4.0%
recruited by athletic dept	838	0.5%	0.7%	0.4%	3.3%	7.9%	5.2%
graduates go to top grad schools	840	11.2%	10.0%	12.1%	16.5%	24.8%	23.1%
graduates get good jobs	834	44.4%	48.4%	49.5%	30.3%	43.2%	39.4%
religious affil/orientation	836	0.6%	1.5%	0.8%	2.9%	7.9%	4.9%
size of college	844	22.7%	18.9%	18.6%	28.8%	46.7%	36.7%
not accepted anywhere else	838	3.7%	**	**	4.5%	2.4%	3.1%

* Range of possible responses to this item included: "Very important", "Somewhat important" and "Not important."
** Item not included on survey for this particular year.

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Date: 4/19/93

PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 5
COLLEGE EXPECTATIONS AND
PROBABLE CAREER OCCUPATIONS

Item/ Responses	Response Percentages: Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Students Estimated Chances are Very Good that They will (*)							
change major field	845	2.4%	3.3%	2.6%	8.7%	13.4%	12.2%
change career choice	843	2.6%	3.5%	3.0%	8.9%	12.7%	11.9%
fail one or more courses	839	0.4%	1.4%	1.1%	1.0%	1.3%	1.2%
graduate with honors	841	7.3%	11.0%	8.5%	10.8%	16.0%	14.2%
be elected to student office	837	0.5%	1.8%	1.5%	2.0%	3.7%	2.9%
get job to pay expenses	841	34.0%	36.2%	33.8%	39.1%	38.5%	38.8%
work full-time while attending	841	3.7%	4.3%	4.5%	7.4%	3.8%	4.9%
join social frat/sorority	841	2.5%	6.0%	3.0%	8.2%	19.5%	15.6%
play varsity athletics	837	6.8%	6.7%	5.1%	10.1%	19.5%	14.1%
be elected to an honor society	832	1.7%	2.9%	1.9%	5.3%	9.6%	8.1%
make at least "B" average	833	31.2%	34.7%	33.9%	37.5%	45.0%	43.3%
need extra time for degree	835	8.4%	6.5%	6.0%	8.8%	8.8%	9.0%
get tutoring in some courses	835	18.8%	16.1%	13.8%	15.1%	17.5%	16.2%
work at outside job	832	26.7%	24.1%	23.0%	33.4%	20.7%	25.2%
seek vocational couseling	830	2.2%	2.8%	2.8%	4.5%	5.4%	5.2%
get bachelor's degree	829	26.8%	24.5%	20.5%	51.7%	74.6%	66.6%
participate in student protest	831	2.4%	3.0%	2.1%	4.2%	8.4%	6.9%
drop out temporarily	833	0.7%	1.6%	1.3%	1.2%	1.1%	1.1%
drop out permanently	831	0.4%	0.9%	0.9%	0.8%	0.8%	0.7%
transfer to another college	830	9.0%	9.3%	8.7%	28.6%	9.9%	16.1%
be satisfied with college	824	44.1%	44.3%	46.7%	45.0%	52.3%	50.4%
find job in own field	833	66.5%	71.8%	73.2%	67.1%	67.3%	67.4%
marry while in college	792	4.9%	4.3%	3.8%	8.5%	6.6%	6.9%
participate in volunteer svc	834	9.4%	6.6%	**	11.0%	20.2%	16.8%

TABLE 5 (cont.)
COLLEGE EXPECTATIONS AND
PROBABLE CAREER OCCUPATIONS

Item/ Responses	Response Percentages: Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Highest Degree Planned	875		704	709			
none		4.2%	1.8%	2.8%	3.3%	2.4%	2.6%
vocational certificate		10.2%	15.1%	15.8%	3.2%	0.2%	1.3%
associate (A.A. or equivalent)		42.6%	31.0%	36.5%	18.6%	0.8%	7.5%
bachelor's (B.A., B.S.)		30.1%	32.0%	30.5%	36.4%	31.9%	31.8%
master's (M.A., M.S.)		9.0%	16.2%	10.9%	25.9%	39.7%	34.5%
Ph.D or Ed.D		1.3%	1.6%	1.7%	5.5%	12.5%	10.5%
M.D., D.O, D.D.S., D.V.M.		0.3%	0.3%	0.4%	3.4%	7.0%	6.7%
LL.B or J.D. (law)		0.5%	0.4%	0.1%	1.6%	3.9%	3.4%
B.D or M. Div. (Divinity)		0.0%	0.0%	0.1%	0.1%	0.2%	0.2%
other		1.8%	1.7%	1.1%	2.0%	1.3%	1.5%
Probable Career Occupation	792		899	933			
accountant/actuary		3.2%	2.9%	3.3%	4.4%	4.6%	4.3%
actor/entertainer		0.1%	0.3%	0.1%	0.5%	1.2%	0.9%
architect/urban planner		4.4%	5.5%	4.2%	2.7%	0.9%	1.9%
artist		3.2%	3.2%	3.5%	1.3%	2.2%	1.7%
business (clerical)		1.4%	2.0%	1.7%	1.9%	0.6%	1.0%
business executive (mgmt)		4.8%	4.0%	6.5%	6.1%	7.1%	6.8%
business owner/proprietor		3.3%	5.9%	4.3%	2.1%	2.3%	2.2%
business sales rep/buyer		1.0%	0.3%	0.8%	1.2%	0.9%	1.0%
clergy (minister, priest)		0.0%	0.0%	0.0%	0.2%	0.4%	0.2%
clergy (other religious)		0.0%	0.1%	0.0%	0.1%	0.2%	0.1%
clinical psychologist		0.9%	0.4%	0.1%	1.4%	2.0%	1.7%
college teacher		0.3%	0.0%	0.2%	0.3%	0.6%	0.5%
computer programmer/analyst		2.7%	3.8%	1.9%	2.7%	2.2%	2.3%
conservationist/forester		1.8%	2.0%	1.6%	1.6%	0.5%	1.0%
dentist (incl. orthodontist)		0.1%	0.9%	0.1%	0.4%	0.5%	0.5%
dietitian/home economist		0.0%	0.2%	0.0%	0.2%	0.1%	0.2%
engineer		10.0%	8.1%	8.4%	6.9%	6.4%	8.2%
farmer/rancher		0.5%	0.8%	0.5%	1.5%	0.3%	0.8%
foreign service worker		0.0%	0.0%	0.0%	0.2%	0.7%	0.6%

TABLE 5 (cont.)
COLLEGE EXPECTATIONS AND
PROBABLE CAREER OCCUPATIONS

Item/ Responses	Response Percentages: Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Probable Career Occupation (cont.)							
homemaker (full-time)		0.6%	0.8%	0.4%	0.3%	0.1%	0.2%
interior decorator (incl design)		0.4%	0.1%	0.3%	0.3%	0.3%	0.4%
interpreter (translator)		0.1%	0.0%	0.0%	0.1%	0.2%	0.2%
lab technician/hygienist		0.4%	0.4%	1.5%	0.9%	0.3%	0.5%
law enforcement officer		0.4%	0.6%	0.4%	2.6%	1.6%	1.8%
lawyer (attorney)/judge		1.5%	1.3%	0.3%	2.3%	4.9%	4.2%
military service (career)		0.1%	0.2%	0.2%	0.3%	0.9%	0.6%
musician (performer, composer)		0.5%	0.3%	0.6%	0.9%	1.4%	1.2%
nurse		5.7%	1.7%	2.8%	9.5%	3.8%	5.7%
optometrist		0.0%	0.0%	0.0%	0.5%	0.3%	0.4%
pharmacist		0.0%	0.1%	0.2%	1.7%	0.9%	1.4%
physician		0.4%	0.1%	0.0%	2.6%	5.6%	5.4%
school counselor		0.1%	0.1%	0.2%	0.3%	0.4%	0.3%
school principal/superintendent		0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
scientific researcher		0.0%	0.1%	0.2%	0.9%	2.0%	1.7%
social,welfare,recreation worker		2.7%	1.9%	2.4%	1.7%	1.3%	1.3%
statistician		0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
therapist (phys,occup,speech)		1.6%	1.9%	1.1%	3.9%	5.1%	4.3%
teacher (elementary)		2.4%	2.9%	2.5%	5.8%	6.9%	5.5%
teacher (secondary)		1.5%	1.0%	1.0%	2.7%	5.1%	3.6%
veterinarian		0.0%	0.2%	0.0%	1.3%	0.8%	1.2%
writer/journalist		0.3%	0.3%	0.5%	1.4%	2.3%	2.0%
skilled trades		21.0%	22.1%	23.2%	2.9%	0.4%	1.3%
other career		17.7%	18.0%	19.2%	11.2%	8.6%	9.4%
undecided		5.2%	5.2%	5.7%	9.9%	12.7%	11.8%

* Range of possible responses to this item inlcuded: "Very good" "Some chance" "Very little chance".
** Item not included on survey for this particular year.

Filename: CIRPT05.wq1
Date: 4/14/93

PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 6
STUDENT IDENTIFIED LIFE GOALS & VALUES

Item/ Responses	Response Percentages: Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Objectives Considered to be Essential or Very Important (*)							
achieve in a performing art	840	4.9%	6.2%	6.1%	8.4%	12.2%	10.8%
become authority in my field	841	64.1%	62.3%	64.1%	65.6%	69.6%	68.5%
obtain recog. from colleagues	838	45.2%	49.0%	48.6%	50.5%	57.0%	55.0%
influence political structure	838	12.8%	14.0%	12.7%	16.5%	22.0%	20.1%
influence social values	837	29.3%	31.4%	28.2%	38.8%	47.4%	43.3%
raise a family	841	68.8%	66.8%	65.1%	68.5%	72.1%	70.6%
have admin. responsibility	841	36.5%	39.5%	41.9%	41.6%	41.3%	41.2%
be very well off financially	844	77.6%	78.8%	78.3%	75.3%	71.1%	73.0%
help others in difficulty	839	48.6%	51.2%	50.5%	59.8%	66.5%	63.0%
theoretical contrib. to science	838	10.4%	11.8%	12.7%	15.9%	17.8%	18.1%
write original works	840	6.2%	7.0%	6.0%	9.8%	14.0%	12.3%
create artistic work	838	12.1%	11.8%	11.6%	11.0%	12.8%	12.0%
be successful in own business	841	50.7%	53.4%	52.2%	43.0%	41.6%	42.1%
be involved in environ. cleanup	837	29.0%	31.3%	23.5%	30.9%	34.4%	33.6%
develop philosophy of life	839	31.8%	31.2%	28.5%	40.3%	48.1%	45.6%
participate in community action	835	12.9%	18.2%	13.8%	21.5%	29.6%	26.1%
promote racial understanding	840	26.9%	21.8%	21.8%	35.1%	47.2%	42.0%
keep up to date with politics	839	22.4%	28.2%	22.1%	29.6%	42.5%	38.8%
become a community leader	840	13.5%	**	**	24.7%	34.2%	30.7%

* Range of possible responses to this item included: "Essential", "Very important", "Somewhat important", "Not Important".
** Item not included in survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 7
POLITICAL/SOCIAL ATTITUDES & RELIGIOUS ORIENTATION

Item/ Responses	Response Percentages: Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Agrees Strongly or Somewhat							
gov't not protecting consumer	832	74.2%	74.2%	71.8%	75.8%	74.7%	74.2%
gov't not controlling pollution	837	85.5%	85.6%	80.9%	86.0%	88.9%	87.9%
raise taxes to reduce deficit	834	16.7%	19.7%	21.6%	22.1%	27.7%	26.9%
too much concern for criminals	835	71.1%	72.2%	70.8%	69.1%	65.7%	66.7%
increase fed military spending	831	27.0%	32.5%	30.7%	25.8%	19.5%	20.8%
abortion should be legalized	832	63.3%	65.3%	59.8%	58.9%	65.0%	64.1%
abolish death penalty	837	15.2%	14.9%	15.2%	18.2%	22.7%	21.0%
sex OK if people like each other	833	58.2%	68.0%	62.8%	43.2%	43.3%	44.2%
married women best in home	829	31.8%	33.7%	35.8%	29.6%	24.4%	25.6%
marijuana should be legalized	837	29.6%	24.7%	18.4%	20.1%	23.8%	23.0%
busing ok to achieve balance	807	61.2%	58.8%	60.6%	56.6%	54.5%	55.0%
prohibit homosexual relations	828	48.3%	61.9%	63.7%	45.1%	34.9%	37.6%
college increases earning power	832	82.7%	83.2%	81.4%	76.5%	66.8%	69.8%
employers can require drug tests	836	77.3%	82.7%	78.0%	85.5%	81.3%	82.4%
control AIDS by mandatory tests	840	71.2%	76.1%	75.3%	68.9%	61.6%	63.5%
man not entitled to sex on date	834	84.4%	76.5%	78.4%	86.4%	90.0%	88.9%
more fed gov't handgun control	836	59.9%	57.9%	56.2%	77.1%	82.5%	80.4%
national health care plan needed	833	78.6%	76.1%	77.0%	78.4%	78.7%	77.9%
nuclear disarmament attainable	819	68.0%	62.6%	*	66.4%	68.1%	67.8%
racial discrim no longer problem	834	19.5%	29.1%	*	18.6%	13.2%	14.9%
discourage energy consumption	824	75.1%	*	*	75.2%	79.4%	78.6%
individual can do little chg soc	834	43.0%	*	*	35.1%	28.9%	31.0%
pref treatment for disadvantaged	830	40.7%	*	*	42.1%	37.5%	38.4%
regulate student publications	821	49.9%	*	*	51.3%	39.4%	41.5%
high school grading too easy	830	44.9%	*	*	46.9%	50.1%	49.4%
wealthy should pay more taxes	837	76.7%	*	*	71.7%	72.7%	71.8%
prohibit racist/sexist speech	829	58.5%	*	*	64.8%	61.7%	61.2%

TABLE 7 (cont.)
POLITICAL/SOCIAL ATTITUDES & RELIGIOUS ORIENTATION

Item/ Responses	Penn College 1992 (N)	Penn College 1992 %	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
			Response Percentages				
Political Views	800		968	975			
far left		3.3%	3.0%	3.9%	2.4%	2.4%	2.3%
liberal		17.1%	15.1%	13.7%	19.4%	26.3%	24.4%
middle of the road		60.6%	62.5%	63.4%	58.6%	50.7%	53.0%
conservative		17.8%	18.4%	17.0%	18.3%	19.3%	19.0%
far right		1.3%	1.0%	1.9%	1.2%	1.4%	1.3%
Religious Preference	831		970	976			
Baptist		10.8%	10.8%	9.2%	23.0%	20.8%	19.3%
Buddhist		0.0%	0.1%	0.2%	0.4%	0.3%	0.4%
Eastern Orthodox		0.1%	0.7%	0.3%	0.1%	0.4%	0.4%
Episcopal		1.6%	1.3%	1.0%	1.6%	2.3%	2.1%
Islamic		0.2%	0.2%	0.2%	0.2%	0.5%	0.4%
Jewish		0.2%	0.1%	0.1%	0.2%	1.4%	1.6%
LDS (Mormon)		0.0%	0.3%	0.1%	0.3%	0.4%	0.4%
Lutheran		10.5%	12.1%	13.2%	8.4%	5.7%	7.0%
Methodist		17.9%	18.6%	20.1%	9.3%	8.6%	8.8%
Presbyterian		5.3%	6.3%	5.7%	2.5%	4.6%	3.9%
Quaker		0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Roman Catholic		21.7%	24.2%	25.6%	30.7%	29.0%	30.5%
Seventh Day Adventist		0.2%	0.1%	0.3%	0.3%	0.4%	0.3%
United Church of Christ		4.9%	*	*	1.8%	2.2%	2.0%
other Protestant		6.6%	6.6%	7.4%	3.5%	5.4%	4.4%
other religion		6.0%	6.1%	3.7%	6.7%	5.8%	6.0%
none		13.6%	11.4%	11.7%	10.6%	11.8%	12.3%
Born-Again Christian?	719		844	857			
no		73.0%	71.8%	72.5%	63.9%	66.6%	68.3%
yes		27.0%	28.2%	27.5%	36.1%	33.4%	31.7%

* Item not included on survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
WITH PRIOR YEARS & OTHER INSTITUTIONAL GROUPINGS
FALL 1992

TABLE 8
EDUCATIONAL FINANCES

Item (# of Respondents)/ Responses	Response Percentages: Penn College 1992	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Concern about Financing College	886		1030			
no concern	29.1%	*	36.1%	30.4%	28.7%	29.9%
some concern	54.6%	*	53.4%	51.0%	54.0%	52.8%
major concern	16.3%	*	10.5%	18.7%	17.3%	17.4%
Receive Any Aid From	895	1042	1036			
parents or family	68.9%	71.1%	68.3%	68.2%	82.6%	78.7%
spouse	2.7%	3.4%	2.6%	3.3%	0.9%	1.7%
savings from summer work	50.8%	55.6%	52.9%	43.0%	52.3%	50.5%
other savings	31.1%	31.5%	27.5%	27.2%	30.3%	30.3%
part-time job on campus	5.9%	5.7%	6.9%	10.9%	25.6%	19.9%
part-time job off campus	29.4%	30.4%	29.1%	37.7%	19.1%	25.7%
full-time job while in college	2.6%	2.7%	3.1%	4.6%	2.0%	2.9%
PELL grant	38.2%	37.2%	35.0%	26.6%	23.8%	23.3%
Supp Educational Oppty Grant	5.3%	6.2%	5.2%	5.1%	7.7%	6.4%
state scholarship or grant	22.7%	17.3%	16.3%	10.7%	17.3%	14.2%
College Work-Study Grant	3.1%	3.9%	4.5%	5.6%	16.1%	11.5%
other college grant	6.3%	6.5%	6.6%	14.8%	31.8%	24.1%
other private grant	9.8%	8.2%	8.9%	7.2%	11.8%	10.2%
other gov't aid (ROTC,BIA,GI,etc)	4.1%	5.2%	4.3%	2.4%	2.7%	2.4%
Stafford/Guaranteed Student Loan	51.2%	48.3%	46.3%	16.5%	28.9%	22.9%
Perkins Loan	0.9%	1.2%	3.5%	3.7%	10.0%	7.7%
other college loan	9.1%	7.6%	7.0%	4.6%	6.8%	5.9%
other loan	8.8%	10.4%	8.6%	4.3%	6.4%	5.6%
other	4.4%	4.1%	3.5%	2.6%	3.2%	3.0%

TABLE 8 (cont.)
EDUCATIONAL FINANCES

Item (# of Respondents)/ Responses	Response Percentages: Penn College 1992	Penn College 1990	Penn College 1989	All 2-Yr Colleges	All 4-Yr Colleges	All Institutions
Received $1,500 or More From	895	1042	1036			
parents or family	39.3%	38.2%	35.5%	27.2%	58.9%	49.2%
spouse	0.6%	0.9%	0.4%	0.6%	0.3%	0.4%
savings from summer work	7.4%	8.2%	6.4%	4.0%	6.4%	6.2%
other savings	5.7%	5.0%	4.7%	3.9%	6.3%	5.9%
part-time job on campus	0.0%	0.3%	0.3%	0.4%	2.1%	1.7%
part-time job off campus	1.7%	1.8%	1.5%	2.0%	1.4%	1.6%
full-time job while in college	1.5%	1.1%	1.1%	0.8%	0.6%	0.7%
PELL grant	5.6%	8.1%	6.5%	5.6%	6.1%	5.6%
Supp Educational Oppty Grant	0.4%	1.0%	0.7%	0.6%	1.2%	1.0%
state scholarship or grant	2.2%	2.0%	1.8%	1.4%	4.1%	3.0%
College Work-Study Grant	0.0%	0.3%	0.2%	0.4%	1.6%	1.3%
other college grant	0.6%	0.9%	0.9%	2.5%	18.2%	11.4%
other private grant	1.9%	2.4%	3.1%	1.2%	3.3%	2.7%
other gov't aid (ROTC,BIA,GI,etc)	2.3%	2.7%	2.7%	1.3%	1.7%	1.5%
Stafford/Guaranteed Student Loan	27.2%	34.5%	31.7%	6.9%	14.3%	10.9%
Perkins Loan	0.2%	0.6%	1.8%	0.6%	2.3%	1.7%
other college loan	4.9%	4.5%	3.6%	1.8%	3.7%	3.0%
other loan	4.0%	5.4%	4.6%	1.8%	3.8%	3.1%
other	2.3%	2.7%	2.3%	0.7%	1.4%	1.2%

* Item not included on survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
FRESHMAN SURVEY
SUPPLEMENTAL ITEMS
FALL 1992

TABLE 9
SUPPLEMENTAL ITEMS

Item (# of Respondents)/ Responses	Response Percentages: 1st-Time Full-Time 1992	1st-Time Full-Time 1990	1st-Time Full-Time 1989	Part-Time	Transfers
Primary Alternative to Penn College	766	910	936	13	468
entering military service	14.1%	14.9%	14.0%	15.4%	6.2%
finding a job	27.8%	26.2%	27.7%	15.4%	29.5%
keeping my present job	13.7%	15.3%	14.2%	61.5%	22.9%
attending different type college	25.8%	24.9%	24.6%	0.0%	27.8%
attending other 2-yr clg/tech school	18.5%	18.7%	19.6%	7.7%	13.7%
Primary Alternative Institution	772			14	472
Bloomsburg U	2.6%	•	•	0.0%	3.4%
Lock Haven U	3.5%	•	•	0.0%	4.9%
Penn State U	3.9%	•	•	0.0%	5.9%
other school	29.4%	•	•	28.6%	23.7%
did not apply anywhere else	60.6%	•	•	71.4%	62.1%
Greatest concern prior to enrolling	770	943	936	14	472
availability of quality programs here	24.0%	26.4%	22.0%	35.7%	21.4%
costs of education at this College	53.6%	48.5%	54.4%	28.6%	58.5%
distance of College from home	13.0%	9.8%	10.5%	28.6%	12.9%
insufficient information about College	3.5%	4.8%	3.7%	0.0%	3.6%
finding adequate housing	5.8%	10.6%	9.4%	7.1%	3.6%

TABLE 9 (cont.)
SUPPLEMENTAL ITEMS

Item (# of Respondents)/ Responses	Response Percentages: 1st-Time Full-Time 1992	1st-Time Full-Time 1990	1st-Time Full-Time 1989	Part-Time	Transfer
Sense of Comfort/Welcome while on campus prior to starting classes	772	945		14	474
very welcome and comfortable	31.1%	27.6%	*	28.6%	29.5%
somewhat welcome and comfortable	36.0%	42.2%	*	50.0%	34.8%
just okay	29.3%	25.1%	*	14.3%	31.2%
somewhat unwelcome and uncomfortable	3.1%	3.6%	*	7.1%	4.0%
very unwelcome and uncomfortable	0.5%	1.5%	*	0.0%	0.4%
Sense of Comfort/Welcome while on campus since arriving for classes	774	949		14	475
very welcome and comfortable	42.2%	38.0%	*	42.9%	37.9%
somewhat welcome and comfortable	37.2%	39.6%	*	42.9%	40.0%	44
just okay	18.3%	18.4%	*	7.1%	19.4%
somewhat unwelcome and uncomfortable	1.2%	2.4%	*	0.0%	1.9%
very unwelcome and uncomfortable	1.0%	[illegible]%	*	7.1%	0.8%
Medium most influential in providing information about College	764	923	902	14	469
radio	6.5%	6.1%	5.0%	14.3%	6.0%
television	5.9%	9.1%	3.9%	7.1%	3.2%
newspapers	4.7%	4.2%	8.5%	7.1%	9.2%
printed material(poster,brochure,catalog)	45.0%	45.9%	53.8%	35.7%	37.1%
haven't noticed such info about College	37.8%	34.7%	28.8%	35.7%	44.6%
Extent of Penn State Affiliation as factor in enrollment decision	763	917	907	14	469
very substantial, positive factor	18.9%	16.9%	11.6%	7.1%	17.1%
positive factor	38.9%	33.2%	27.1%	42.9%	37.5%
not a factor	37.5%	39.6%	54.4%	42.9%	42.2%
negative factor	2.6%	6.3%	5.0%	7.1%	1.9%
substantial, negative factor	2.1%	4.0%	2.0%	0.0%	1.3%

TABLE 9 (cont.)
SUPPLEMENTAL ITEMS

Item (# of Respondents)/ Responses	Response Percentages: 1st-Time Full-Time 1992	1st-Time Full-Time 1990	1st-Time Full-Time 1989	Part-Time	Transfers
Most attractive feature of Penn State Affiliation	754	910	894	13	455
new fields of study	23.3%	18.4%	10.4%	23.1%	17.6%
prestige of assoc w/major university	18.8%	28.6%	34.1%	7.7%	20.2%
job opps due to Penn State recognition	28.1%	31.0%	29.8%	30.8%	29.7%
possibility of bachelor dgr programs	14.7%	11.6%	10.7%	30.8%	21.8%
chance to transfer to Penn State	15.0%	10.4%	15.0%	7.7%	10.8%
Importance of getting good grades at Penn College	764			14	469
extremely important	76.6%	*	*	71.4%	80.2%
pretty important	20.3%	*	*	28.6%	17.3%
somewhat important	2.5%	*	*	0.0%	2.1%
not too important	0.4%	*	*	0.0%	0.0%
not important at all	0.3%	*	*	0.0%	0.4%
Importance of graduating from Penn College	765			13	467
extremely important	83.8%	*	*	69.2%	83.3%
pretty important	11.0%	*	*	7.7%	8.8%
somewhat important	2.6%	*	*	15.4%	2.4%
not too important	1.4%	*	*	7.7%	2.6%
not important at all	1.2%	*	*	0.0%	3.0%

* Item not included on survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FALL 1992

TABLE 10
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Gender	895	105	234	101	112	161	143	39
Female	33.1%	63.8%	3.4%	74.3%	4.5%	61.5%	7.0%	82.1%
Male	66.9%	36.2%	96.6%	25.7%	95.5%	38.5%	93.0%	17.9%
Age by December 31, 1992	889	105	231	101	112	161	140	39
17 or younger	0.7%	0.0%	0.9%	2.0%	0.9%	0.6%	0.0%	0.0%
18	45.0%	43.8%	50.2%	39.6%	46.4%	45.3%	42.1%	35.9%
19	28.0%	21.9%	34.2%	14.9%	29.5%	25.5%	34.3%	25.6%
20	7.4%	6.7%	7.4%	6.9%	7.1%	8.1%	8.6%	5.1%
21 - 24	7.8%	6.7%	4.3%	9.9%	8.9%	9.3%	10.7%	5.1%
25 - 29	5.4%	10.5%	2.2%	11.9%	3.6%	5.0%	2.9%	10.3%
30 - 39	3.5%	7.6%	0.9%	11.9%	1.8%	3.1%	0.0%	5.1%
40 - 54	2.1%	1.9%	0.0%	3.0%	1.8%	3.1%	1.4%	12.8%
55 or older	0.1%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Year Graduated from High School	885	105	233	99	111	159	139	39
Year of Survey	71.1%	58.1%	83.3%	55.6%	76.6%	67.3%	74.1%	61.5%
1 year prior	7.2%	9.5%	6.0%	6.1%	8.1%	9.4%	5.8%	5.1%
2 years prior	2.6%	3.8%	1.7%	2.0%	0.9%	2.5%	5.8%	0.0%
3 years prior or more	13.7%	20.0%	5.6%	26.3%	10.8%	13.8%	11.5%	28.2%
H.S. equivalency (G.E.D. test)	5.3%	8.6%	3.0%	10.1%	3.6%	6.9%	2.9%	5.1%
never completed high school	0.1%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%

TABLE 10 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Racial Background	873	104	230	99	110	160	133	37
White/Caucasian	96.9%	96.2%	95.7%	97.0%	99.1%	96.3%	98.5%	97.3%
African-American/Black	1.4%	2.9%	0.9%	2.0%	1.8%	1.9%	0.0%	0.0%
American Indian	1.7%	1.0%	0.9%	2.0%	2.7%	1.3%	2.3%	5.4%
Asian-American/Oriental	0.5%	0.0%	0.4%	0.0%	0.0%	1.3%	0.8%	0.0%
Mexican-American/Chicano	0.3%	0.0%	0.9%	0.0%	0.0%	0.6%	0.0%	0.0%
Puerto Rican-American	0.5%	0.0%	1.3%	0.0%	0.0%	0.0%	0.8%	0.0%
other	0.5%	1.0%	0.4%	2.0%	0.0%	0.0%	0.0%	0.0%
Estimated Parental Income	754	96	208	76	102	132	115	25
Less than $6,000	3.2%	3.1%	1.4%	5.3%	0.0%	5.3%	4.3%	8.0%
$ 6,000 - $ 9,999	4.1%	7.3%	1.0%	5.3%	2.0%	6.1%	2.6%	20.0%
$ 10,000 - $ 14,999	7.4%	14.6%	3.4%	6.6%	7.8%	9.8%	2.6%	24.0%
$ 15,000 - $ 19,999	7.4%	5.2%	9.1%	6.6%	4.9%	7.6%	7.0%	16.0%
$ 20,000 - $ 24,999	10.3%	7.3%	13.0%	9.2%	10.8%	9.1%	10.4%	8.0%
$ 25,000 - $ 29,999	9.8%	7.3%	10.1%	18.4%	13.7%	4.5%	10.4%	0.0%
$ 30,000 - $ 39,999	18.6%	18.8%	17.3%	19.7%	19.6%	16.7%	23.5%	8.0%
$ 40,000 - $ 49,999	12.5%	16.7%	12.0%	7.9%	17.6%	12.9%	9.6%	4.0%
$ 50,000 - $ 59,999	11.0%	10.4%	13.5%	7.9%	11.8%	11.4%	8.7%	8.0%
$ 60,000 - $ 74,999	7.8%	7.3%	8.2%	10.5%	4.9%	7.6%	10.4%	0.0%
$ 75,000 - $ 99,999	4.4%	2.1%	5.3%	0.0%	5.9%	4.5%	7.0%	0.0%
$100,000 - $149,999	1.9%	0.0%	2.9%	0.0%	1.0%	2.3%	3.5%	0.0%
$150,000 - $199,999	1.6%	0.0%	2.9%	2.6%	0.0%	2.3%	0.0%	4.0%
Status of Parents	887	105	233	101	111	160	138	39
living with each other	67.2%	57.1%	78.1%	60.4%	69.4%	58.1%	71.0%	64.1%
divorced or separated	26.3%	35.2%	18.0%	33.7%	25.2%	31.3%	22.5%	28.2%
one or both deceased	6.5%	7.6%	3.9%	5.9%	5.4%	10.6%	6.5%	7.7%

TABLE 10 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte-grated Studies	Nat. Res./ Transport Tech	North Campus
Father's Education	840	103	228	90	106	154	129	30
grammar school or less	2.1%	1.9%	0.0%	5.6%	3.8%	2.6%	0.0%	10.0%
some high school	12.7%	22.3%	6.1%	15.6%	12.3%	13.0%	13.2%	20.0%
high school graduate	47.9%	40.8%	56.1%	41.1%	50.9%	44.8%	44.2%	50.0%
postsecondary other than college	7.6%	6.8%	7.0%	5.6%	5.7%	5.8%	14.0%	10.0%
some college	9.9%	11.7%	12.7%	8.9%	9.4%	6.5%	10.1%	3.3%
college degree	14.3%	13.6%	12.7%	15.6%	16.0%	18.8%	12.4%	3.3%
some graduate school	1.0%	0.0%	1.3%	0.0%	0.9%	2.6%	0.0%	0.0%
graduate degree	4.5%	2.9%	3.9%	7.8%	0.9%	5.8%	6.2%	3.3%
Father's Career	797	100	210	85	98	144	127	33
artist (incl. performer)	0.6%	0.0%	1.0%	0.0%	0.0%	0.7%	1.6%	0.0%
business	16.9%	18.0%	18.6%	15.3%	15.3%	14.6%	21.3%	6.1%
clergy	1.0%	0.0%	1.4%	3.5%	0.1%	0.7%	0.0%	0.0%
college teacher or administrator	0.4%	0.0%	0.5%	0.0%	0.0%	0.0%	1.6%	0.0%
doctor or dentist	0.1%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
education (secondary)	2.4%	2.0%	1.4%	1.2%	3.1%	4.9%	2.4%	0.0%
education (elementary)	0.6%	0.0%	0.0%	2.4%	1.0%	1.4%	0.0%	0.0%
engineer	6.4%	4.0%	8.1%	4.7%	9.2%	3.5%	6.3%	12.1%
farmer or forester	2.4%	0.0%	2.4%	1.2%	2.0%	0.7%	5.5%	9.1%
health professional (non-M.D.)	0.6%	1.0%	1.0%	0.0%	0.0%	0.7%	0.8%	0.0%
lawyer	0.4%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	3.0%
military (career)	2.0%	1.0%	1.9%	1.2%	3.1%	1.4%	3.1%	3.0%
research scientist	0.3%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%
skilled worker	17.1%	13.0%	16.2%	17.6%	18.4%	15.3%	21.3%	21.2%
semi-skilled worker	7.3%	10.0%	6.7%	7.1%	8.2%	7.6%	5.5%	6.1%
laborer (unskilled)	8.2%	15.0%	7.6%	8.2%	6.1%	9.7%	2.4%	12.1%
unemployed	4.6%	4.0%	2.9%	7.1%	5.1%	5.6%	3.9%	9.1%
other career	28.7%	32.0%	30.5%	30.6%	27.6%	29.9%	24.4%	18.2%

TABLE 10 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Mother's Education	825	104	225	96	109	156	131	34
grammar school or less	1.8%	1.0%	0.9%	5.2%	1.8%	1.3%	0.0%	8.8%
some high school	8.9%	10.6%	5.8%	13.5%	9.2%	9.6%	6.1%	17.6%
high school graduate	51.2%	51.0%	52.4%	43.8%	57.8%	54.5%	45.0%	52.9%
postsecondary other than college	10.6%	6.7%	12.9%	11.5%	9.2%	11.5%	10.7%	5.9%
some college	10.6%	14.4%	10.7%	13.5%	8.3%	8.3%	10.7%	8.8%
college degree	12.6%	15.4%	12.4%	8.3%	11.9%	12.2%	18.3%	0.0%
some graduate school	0.8%	0.0%	0.9%	2.1%	0.9%	0.0%	1.5%	0.0%
graduate degree	3.4%	1.0%	4.0%	2.1%	0.9%	2.6%	7.6%	5.9%
Mother's Career	825	100	213	94	102	151	130	35
artist (incl. performer)	0.7%	0.0%	0.9%	0.0%	0.0%	1.3%	1.5%	0.0%
business	12.4%	12.0%	15.0%	9.6%	12.7%	11.9%	10.8%	11.4%
business (clerical)	7.5%	4.0%	9.9%	2.1%	8.8%	8.6%	8.5%	5.7%
clergy	0.2%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
college teacher or administrator	0.2%	0.0%	0.5%	1.1%	0.0%	0.0%	0.0%	0.0%
doctor or dentist	0.7%	0.0%	0.5%	1.1%	0.0%	1.3%	1.5%	0.0%
education (secondary)	1.8%	1.0%	1.9%	2.1%	1.0%	2.0%	3.1%	0.0%
education (elementary)	3.5%	0.0%	4.2%	2.1%	2.0%	4.0%	7.7%	0.0%
engineer	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%
farmer or forester	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%
health professional (non-M.D.)	2.1%	0.0%	2.3%	2.1%	2.9%	4.0%	0.8%	0.0%
homemaker (full-time)	14.9%	17.0%	13.1%	18.1%	15.7%	11.9%	11.5%	34.3%
lawyer	0.2%	0.0%	0.0%	0.0%	1.0%	0.0%	0.8%	0.0%
nurse	9.1%	15.0%	8.5%	5.3%	6.9%	9.3%	11.5%	2.9%
research scientist	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
social/welfare/recreation worker	1.1%	0.0%	0.9%	2.1%	1.0%	0.0%	1.5%	5.7%
skilled worker	2.7%	5.0%	1.4%	1.1%	2.0%	4.0%	3.8%	0.0%
semi-skilled worker	5.7%	2.0%	4.2%	10.6%	4.9%	6.0%	5.4%	14.3%
laborer (unskilled)	6.3%	6.0%	5.6%	12.8%	5.9%	7.3%	2.3%	5.7%
unemployed	6.1%	11.0%	6.1%	6.4%	4.9%	5.3%	4.6%	2.9%
other career	24.2%	27.0%	23.9%	23.4%	30.4%	23.2%	21.5%	17.1%

TABLE 10 (cont.)
DEMOGRAPHICS AND FAMILY BACKGROUND

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Miles from College to Home	884	104	231	100	111	161	138	39
5 or less	10.0%	16.3%	5.2%	14.0%	4.5%	18.6%	2.9%	15.4%
6 - 10	4.8%	6.7%	0.9%	8.0%	0.9%	6.8%	4.3%	17.9%
11 - 50	28.5%	40.4%	15.6%	37.0%	22.5%	41.0%	18.1%	53.8%
51 - 100	24.5%	20.2%	28.6%	24.0%	27.0%	17.4%	31.2%	12.8%
101 - 500	31.8%	15.4%	49.8%	17.0%	44.1%	14.9%	43.5%	0.0%
500 +	0.5%	1.0%	0.0%	0.0%	0.9%	1.2%	0.0%	0.0%
Residence Planned During Fall Term	880	104	231	98	111	160	137	39
with parents or relatives	31.7%	42.3%	16.9%	30.6%	29.7%	47.5%	24.1%	61.5%
other private home/apt./room	38.3%	37.5%	43.3%	38.8%	45.0%	31.3%	37.2%	23.1%
college dormitory	5.0%	6.7%	7.8%	2.0%	2.7%	3.8%	5.8%	0.0%
fraternity or sorority house	0.2%	0.0%	0.0%	1.0%	0.0%	0.6%	0.0%	0.0%
other campus housing	19.7%	9.6%	29.0%	15.3%	20.7%	10.0%	30.7%	0.0%
other	5.1%	3.8%	3.0%	12.2%	1.8%	6.9%	2.2%	15.4%
Disabilities	868	104	229	98	111	158	131	37
hearing	1.6%	1.0%	1.7%	2.0%	1.8%	1.9%	1.5%	0.0%
speech	0.5%	1.0%	0.9%	1.0%	0.0%	0.0%	0.0%	0.0%
orthopedic	0.9%	1.9%	0.0%	0.0%	0.9%	1.9%	0.8%	2.7%
learning disability	6.0%	1.0%	7.4%	1.0%	7.2%	5.1%	13.0%	0.0%
health-related	2.5%	4.8%	1.3%	3.1%	2.7%	3.8%	0.8%	2.7%
partially-sighted or blind	2.3%	1.0%	2.2%	2.0%	0.9%	3.2%	4.6%	0.0%
other	2.8%	1.9%	1.7%	1.0%	4.5%	3.8%	3.8%	2.7%

* Item not included in survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FALL 1992

TABLE 11
STUDENT ACTIVITIES IN LAST YEAR

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Integrated Studies	Nat. Res./ Transport Tech	North Campus
Activities Students Engaged in During the Past Year	861	102	227	95	110	158	131	34
attended a religious service	72.0%	72.1%	70.6%	76.5%	69.1%	75.0%	68.9%	76.5%
** was bored in class	21.5%	18.3%	23.7%	15.8%	20.9%	26.7%	21.6%	10.8%
participated in demonstration	33.0%	27.9%	33.6%	33.7%	26.4%	37.3%	38.8%	20.6%
didn't complete homework on time	56.9%	47.1%	61.5%	45.8%	58.6%	55.6%	65.9%	54.1%
tutored another student	25.1%	21.4%	22.2%	31.3%	30.4%	23.8%	22.4%	38.2%
studied with other students	67.2%	56.9%	66.4%	64.6%	66.7%	72.5%	67.7%	86.1%
was guest in teacher's home	15.9%	10.7%	18.6%	9.4%	21.4%	17.6%	15.9%	5.7%
** smoked cigarettes	25.3%	26.0%	17.4%	29.6%	24.3%	33.3%	30.6%	8.6%
drank beer	66.0%	54.4%	70.1%	58.2%	75.5%	63.5%	75.4%	41.7%
drank wine or liquor	55.8%	55.3%	54.5%	49.0%	63.1%	61.0%	56.1%	37.1%
stayed up all night	76.4%	79.4%	77.1%	69.4%	82.1%	78.3%	78.0%	50.0%
** spoke other language at home	2.1%	2.9%	2.6%	2.0%	1.8%	2.5%	0.7%	0.0%
** felt overwhelmed	21.1%	32.0%	12.6%	31.6%	14.3%	29.8%	14.5%	22.9%
** felt depressed	11.3%	18.4%	7.8%	8.2%	8.1%	13.7%	9.8%	25.7%
performed volunteer work	50.6%	42.2%	51.9%	58.2%	51.8%	48.8%	51.9%	44.1%
came late to class	36.5%	30.1%	39.0%	22.9%	39.1%	36.6%	45.9%	32.4%
played a musical instrument	29.3%	30.4%	25.5%	24.7%	27.9%	35.8%	29.9%	37.1%
** asked teacher for advice	8.9%	8.7%	8.2%	8.3%	11.7%	8.1%	9.0%	8.8%
voted in student election	50.3%	43.1%	53.9%	41.7%	55.0%	49.4%	56.4%	37.1%
** discussed politics	11.3%	6.9%	7.8%	12.4%	14.4%	18.0%	11.3%	2.9%
attended recital or concert	56.6%	53.4%	52.2%	51.0%	56.8%	63.9%	57.9%	71.4%
worked in political campaign	2.4%	2.9%	3.0%	3.1%	1.8%	1.9%	2.3%	0.0%
argued with teacher in class	38.9%	33.3%	39.4%	17.7%	48.6%	43.0%	47.0%	29.4%
** discussed "safe sex"	15.7%	18.4%	13.0%	11.2%	11.7%	29.6%	10.4%	8.8%
** socialized w/diff ethnic group	32.9%	42.2%	26.9%	30.2%	33.6%	47.5%	22.4%	23.5%

* Item not included in survey for this particular year.
** Percentage reporting "frequently" only; other items reflect responses of "frequently" or "occasionally".

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TABLE 11 (cont.)
STUDENT ACTIVITIES IN LAST YEAR

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Hours per Week in Last Year Spent On:								
Six or More Hours	826	97	211	92	106	153	128	35
studying or doing homework	21.5%	4.0%	15.4%	39.1%	17.6%	23.9%	9.2%	42.9%
talking w/teacher outside class	2.8%	19.2%	3.8%	2.2%	5.6%	1.9%	1.5%	2.9%
exercising or sports	44.1%	9.1%	51.2%	31.5%	50.9%	45.8%	43.1%	28.6%
volunteer work	6.7%	69.4%	9.4%	7.6%	10.3%	4.6%	5.5%	2.9%
student clubs and groups	6.5%	45.9%	3.3%	7.6%	4.7%	11.0%	3.8%	2.9%
Sixteen or More Hours	826	97	211	92	106	153	128	35
socializing with friends	40.2%	34.3%	49.1%	25.0%	43.5%	43.2%	39.2%	22.9%
partying	12.2%	11.2%	12.7%	6.5%	15.7%	14.3%	12.4%	5.7%
working (for pay)	48.4%	37.1%	57.8%	35.9%	62.3%	39.0%	56.6%	25.7%
watching TV	9.2%	10.1%	10.4%	13.0%	6.6%	8.4%	9.3%	0.0%

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FALL 1992

TABLE 12
HIGH SCHOOL BACKGROUND

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Average High School Grade	879	103	232	98	111	159	138	38
A or A+	1.4%	2.9%	1.7%	3.1%	0.0%	0.6%	0.7%	0.0%
A-	5.1%	3.9%	4.3%	5.1%	5.4%	5.7%	3.6%	15.8%
B+	11.1%	10.7%	9.1%	12.2%	16.2%	11.3%	7.2%	21.1%
B	28.0%	31.1%	34.9%	29.6%	23.4%	23.3%	23.2%	23.7%
B-	18.7%	17.5%	16.4%	15.3%	22.5%	21.4%	19.6%	18.4%
C+	21.8%	14.6%	22.8%	20.4%	17.1%	27.0%	27.5%	10.5%
C	12.9%	19.4%	9.9%	11.2%	14.4%	10.1%	16.7%	10.5%
D	1.0%	0.0%	0.9%	3.1%	0.9%	0.6%	1.4%	0.0%
Have Met Recommended Years of High School Study In:	809	94	213	90	103	152	122	35
English (4 yrs)	88.5%	84.5%	91.3%	81.6%	87.5%	88.0%	93.4%	87.2%
mathematics (3 yrs)	93.0%	91.2%	95.2%	88.8%	92.9%	91.7%	96.3%	89.7%
foreign language (2 yrs)	45.2%	49.0%	36.2%	63.8%	44.2%	52.6%	38.9%	34.3%
physical science (2 yrs)	53.1%	50.5%	52.7%	39.6%	60.0%	57.7%	56.2%	45.7%
biological science (2 yrs)	33.9%	24.8%	30.6%	42.6%	23.9%	42.0%	40.5%	28.9%
history/American govt (1 yr)	98.4%	96.0%	98.7%	96.9%	100.0%	98.1%	100.0%	97.4%
computer science (1/2 yr)	47.3%	45.7%	44.6%	46.7%	57.3%	41.4%	57.4%	31.4%
arts/music (1 yr)	67.9%	70.0%	60.6%	73.1%	60.7%	80.8%	64.8%	70.3%

* Item not included in survey for this particular year.

TABLE 12 (cont.)
HIGH SCHOOL BACKGROUND

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Student Rated Self Above Average In:	868	103	224	99	111	156	133	37
academic ability	23.9%	21.2%	23.5%	24.0%	31.3%	24.1%	20.0%	26.3%
artistic ability	21.0%	8.7%	22.9%	13.1%	21.6%	37.3%	17.0%	7.9%
competitiveness	41.0%	32.7%	47.3%	32.3%	51.8%	39.2%	40.6%	26.3%
cooperativeness	56.9%	58.7%	52.0%	53.0%	58.9%	66.9%	51.5%	63.2%
drive to achieve	49.0%	46.2%	51.1%	52.0%	48.2%	48.7%	44.4%	55.3%
emotional health	41.2%	37.5%	43.6%	41.0%	45.0%	38.6%	42.2%	32.4%
leadership ability	34.9%	25.0%	39.4%	30.0%	45.5%	34.8%	31.9%	28.9%
mathematical ability	26.0%	27.9%	31.9%	13.1%	38.4%	16.5%	28.1%	15.8%
originality	38.9%	22.3%	44.6%	32.3%	38.4%	51.9%	38.5%	15.8%
physical health	49.9%	45.2%	44.6%	43.4%	52.7%	51.9%	46.7%	47.4%
popularity	28.9%	24.0%	34.1%	28.3%	26.8%	44.9%	25.9%	29.7%
public speaking ability	12.3%	7.7%	8.8%	13.1%	17.1%	28.7%	8.9%	13.2%
reading speed/comprehension	24.4%	33.7%	18.1%	32.3%	38.4%	35.7%	16.3%	15.8%
self-confidence (intellectual)	31.1%	28.8%	33.3%	28.6%	32.4%	36.3%	24.4%	28.9%
self-confidence (social)	34.0%	31.7%	31.0%	33.3%	32.1%	45.2%	29.6%	34.2%
understanding of others	48.9%	49.0%	45.6%	48.5%	45.5%	58.0%	46.7%	50.0%
writing ability	24.9%	27.9%	17.3%	22.2%	24.1%	39.5%	22.4%	21.1%

* Item not included in survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FALL 1992

TABLE 13
COLLEGE SELECTION PROCESS

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Reasons Noted as Very Important in Deciding to Go to College (*)	856	104	222	96	109	156	131	36
parents wanted me to go	24.1%	19.2%	23.2%	25.0%	21.6%	28.7%	28.2%	13.9%
could not find a job	16.9%	24.0%	12.7%	24.7%	12.6%	14.0%	18.2%	22.2%
wanted to get away from home	11.0%	8.7%	11.5%	9.3%	15.3%	16.0%	6.1%	2.8%
get a better job	89.2%	93.3%	88.7%	91.8%	94.5%	82.3%	90.2%	83.3%
gain general education	47.8%	42.3%	45.3%	47.5%	43.2%	57.3%	48.5%	50.0%
improve reading/study skills	28.0%	26.9%	24.4%	29.9%	17.1%	41.7%	22.0%	44.4%
nothing better to do	1.3%	1.0%	1.8%	1.0%	0.0%	1.3%	2.3%	0.0%
become a more cultured person	22.2%	25.0%	18.2%	26.8%	12.6%	36.5%	14.4%	22.2%
make more money	84.1%	85.6%	87.4%	87.8%	82.6%	80.1%	83.2%	75.7%
learn more about things	74.0%	59.6%	78.3%	74.2%	70.3%	72.2%	85.5%	64.9%
prepare for graduate school	26.5%	21.2%	18.7%	25.8%	19.8%	47.4%	22.0%	37.8%
role model/mentor encouraged me	9.9%	10.6%	9.3%	12.4%	5.4%	9.6%	11.4%	13.9%
Number of Other Colleges Applied to for Admission this Year	886	104	231	101	112	161	138	39
0	62.2%	67.3%	65.4%	61.4%	63.4%	55.9%	61.6%	56.4%
1	17.9%	13.5%	16.5%	15.8%	18.8%	18.0%	20.3%	33.3%
2	9.9%	11.5%	8.2%	11.9%	8.9%	12.4%	8.7%	7.7%
3	6.9%	7.7%	6.1%	8.9%	5.4%	8.7%	6.5%	2.6%
4	2.0%	0.0%	2.2%	2.0%	3.6%	3.1%	1.4%	0.0%
5	0.7%	0.0%	1.3%	0.0%	0.0%	1.9%	0.0%	0.0%
6 +	0.3%	0.0%	0.4%	0.0%	0.0%	0.0%	1.4%	0.0%

TABLE 13 (cont.)
COLLEGE SELECTION PROCESS

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
This College is Student's	888	104	233	101	112	160	139	39
1st choice	78.9%	76.9%	87.6%	75.2%	92.0%	63.8%	81.3%	59.0%
2nd choice	15.7%	20.2%	9.9%	17.8%	8.0%	21.3%	13.7%	38.5%
3rd choice	3.7%	2.9%	2.1%	4.0%	0.0%	9.4%	4.3%	0.0%
4th choice or lower	1.7%	0.0%	0.4%	3.0%	0.0%	5.6%	0.7%	2.6%
Reasons Noted as Very Important in Selecting this College (*)	834	100	217	94	107	154	125	31
relative wanted me to come	7.3%	6.9%	6.8%	7.4%	6.4%	9.0%	8.5%	2.8%
advice of teacher	6.0%	2.0%	9.0%	3.2%	7.3%	5.7%	7.1%	0.0%
good academic reputation	40.5%	34.3%	53.9%	34.7%	46.4%	22.6%	44.5%	38.9%
good social reputation	10.4%	12.7%	14.5%	5.3%	8.2%	8.2%	10.9%	5.6%
offered financial assistance	21.0%	28.7%	15.1%	30.5%	19.1%	19.7%	16.7%	37.1%
offers special programs	28.5%	20.6%	28.8%	30.5%	29.1%	24.1%	35.7%	37.1%
low tuition	15.3%	20.6%	10.5%	22.3%	11.9%	19.2%	10.2%	22.9%
advice of guidance counselor	9.7%	7.8%	8.7%	11.7%	11.9%	9.6%	9.4%	11.4%
wanted to live near home	20.3%	26.5%	10.1%	32.6%	10.9%	29.3%	10.2%	58.8%
friend suggested attending	12.0%	15.8%	12.3%	11.7%	11.0%	12.0%	10.9%	5.7%
recruited by college rep	1.7%	1.0%	1.4%	3.2%	1.8%	1.3%	1.6%	2.9%
recruited by athletic dept	0.5%	1.0%	0.5%	0.0%	0.9%	0.0%	0.8%	0.0%
graduates go to top grad schools	11.2%	13.9%	8.7%	9.6%	13.8%	12.7%	9.4%	15.2%
graduates get good jobs	44.4%	37.0%	52.5%	47.4%	56.4%	29.5%	44.0%	35.5%
religious affil/orientation	0.6%	3.0%	0.0%	0.0%	0.9%	0.6%	0.0%	0.0%
size of college	22.7%	34.7%	17.0%	31.3%	15.5%	21.4%	19.4%	41.7%
not accepted anywhere else	3.7%	4.0%	1.4%	6.4%	2.8%	5.2%	3.1%	8.8%

* Range of possible responses to this item included: "Very important", "Somewhat important" and "Not important."
** Item not included on survey for this particular year.

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Date: 4/5/93

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FAL 1992

TABLE 14
COLLEGE EXPECTATIONS AND
PROBABLE CAREER OCCUPATIONS

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Students Estimated Chances are Very Good that They will (*)	792	91	216	83	106	144	121	29
change major field	2.4%	3.1%	2.7%	1.0%	1.9%	3.8%	0.0%	5.4%
change career choice	2.6%	6.2%	1.4%	2.0%	0.9%	5.1%	0.0%	5.4%
fail one or more courses	0.4%	0.0%	0.5%	0.0%	0.9%	0.6%	0.0%	0.0%
graduate with honors	7.3%	3.1%	11.0%	5.2%	3.7%	7.6%	7.9%	8.1%
be elected to student office	0.5%	0.0%	0.0%	1.0%	0.9%	1.3%	0.0%	0.0%
get job to pay expenses	34.0%	34.0%	34.9%	38.8%	32.4%	34.4%	28.6%	37.8%
work full-time while attending	3.7%	4.1%	0.9%	9.2%	3.7%	3.2%	2.4%	10.8%
join social frat/sorority	2.5%	3.1%	3.6%	2.0%	0.9%	3.2%	0.8%	2.7%
play varsity athletics	6.8%	8.2%	6.8%	5.2%	7.4%	9.1%	4.8%	2.7%
be elected to an honor society	1.7%	2.1%	1.4%	1.0%	2.8%	1.3%	2.4%	0.0%
make at least "B" average	31.2%	23.7%	37.2%	26.3%	35.2%	28.7%	28.2%	37.8%
need extra time for degree	8.4%	8.2%	6.0%	10.2%	5.6%	14.5%	4.8%	13.5%
get tutoring in some courses	18.8%	11.3%	17.9%	35.7%	20.4%	21.7%	7.2%	21.6%
work at outside job	26.7%	30.9%	15.7%	37.8%	26.2%	33.6%	22.6%	37.8%
seek vocational couseling	2.2%	0.0%	1.4%	2.0%	3.7%	3.3%	3.2%	0.0%
get bachelor's degree	26.8%	41.2%	16.7%	22.4%	26.9%	43.4%	13.2%	35.1%
participate in student protest	2.4%	3.1%	1.4%	2.1%	2.8%	3.3%	1.6%	5.6%
drop out temporarily	0.7%	0.0%	0.0%	3.1%	0.0%	1.3%	0.8%	0.0%
drop out permanently	0.4%	1.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%
transfer to another college	9.0%	5.3%	1.8%	8.2%	0.0%	29.6%	3.3%	24.3%
be satisfied with college	44.1%	40.0%	46.3%	39.2%	53.3%	40.9%	39.8%	54.1%
find job in own field	66.5%	53.1%	64.8%	76.5%	73.1%	61.8%	69.4%	75.0%
marry while in college	4.9%	5.5%	2.8%	8.4%	2.8%	7.6%	1.6%	17.2%
participate in volunteer svc	9.4%	5.2%	5.9%	14.3%	9.3%	17.9%	3.2%	13.5%

TABLE 14 (cont.)
COLLEGE EXPECTATIONS AND
PROBABLE CAREER OCCUPATIONS

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Highest Degree Planned	875	104	232	98	109	155	139	38
none	4.2%	1.9%	5.6%	5.1%	3.7%	3.9%	3.6%	5.3%
vocational certificate	10.2%	2.9%	18.1%	9.2%	14.7%	1.3%	12.2%	0.0%
associate (A.A. or equivalent)	42.6%	42.3%	44.0%	41.8%	41.3%	25.8%	60.4%	44.7%
bachelor's (B.A., B.S.)	30.1%	44.2%	25.0%	29.6%	26.6%	43.2%	15.8%	31.6%
master's (M.A., M.S.)	9.0%	5.8%	6.5%	9.2%	11.9%	16.8%	4.3%	10.5%
Ph.D or Ed.D	1.3%	0.0%	0.0%	0.0%	0.9%	4.5%	0.7%	5.3%
M.D., D.O, D.D.S., D.V.M.	0.3%	1.0%	0.0%	0.0%	0.9%	0.0%	0.7%	0.0%
LL.B or J.D. (law)	0.5%	1.0%	0.0%	0.0%	0.0%	1.3%	0.0%	2.6%
B.D or M. Div. (Divinity)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
other	1.8%	1.0%	0.9%	5.1%	0.0%	3.2%	2.2%	0.0%
Probable Career Occupation	792	94	208	87	99	144	125	35
accountant/actuary	3.2%	21.3%	0.0%	1.1%	0.0%	0.7%	0.0%	8.6%
actor/entertainer	0.1%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
architect/urban planner	4.4%	0.0%	15.4%	0.0%	1.0%	0.7%	0.8%	0.0%
artist	3.2%	0.0%	0.0%	0.0%	0.0%	17.4%	0.0%	0.0%
business (clerical)	1.4%	8.5%	0.0%	0.0%	0.0%	0.0%	0.8%	5.7%
business executive (mgmt)	4.8%	22.3%	0.5%	5.7%	2.0%	0.7%	2.4%	14.3%
business owner/proprietor	3.3%	2.1%	5.3%	1.1%	2.0%	2.1%	4.8%	2.9%
business sales rep/buyer	1.0%	3.2%	1.0%	0.0%	0.0%	0.7%	1.6%	0.0%
clergy (minister, priest)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
clergy (other religious)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
clinical psychologist	0.9%	0.0%	0.0%	1.1%	0.0%	4.2%	0.0%	0.0%
college teacher	0.3%	0.0%	0.5%	0.0%	0.0%	0.7%	0.0%	0.0%
computer programmer/analyst	2.7%	14.9%	0.0%	0.0%	4.0%	2.1%	0.0%	0.0%
conservationist/forester	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	9.6%	5.7%
dentist (incl. orthodontist)	0.1%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
dietitian/home economist	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
engineer	10.0%	0.0%	18.8%	0.0%	32.3%	0.0%	6.4%	0.0%
farmer/rancher	0.5%	0.0%	0.5%	0.0%	1.0%	0.0%	0.8%	2.9%
foreign service worker	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

TABLE 14 (cont.)
COLLEGE EXPECTATIONS AND
PROBABLE CAREER OCCUPATIONS

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Probable Career Occupation (cont.)								
homemaker (full-time)	0.6%	2.1%	1.0%	1.1%	0.0%	0.0%	0.0%	0.0%
interior decorator (incl design)	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%
interpreter (translator)	0.1%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
lab technician/hygienist	0.4%	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%
law enforcement officer	0.4%	0.0%	0.0%	0.0%	1.0%	1.4%	0.0%	0.0%
lawyer (attorney)/judge	1.5%	8.5%	0.0%	0.0%	0.0%	1.4%	0.0%	5.7%
military service (career)	0.1%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%
musician (performer, composer)	0.5%	1.1%	0.0%	0.0%	0.0%	1.4%	0.8%	0.0%
nurse	5.7%	1.1%	0.0%	40.2%	0.0%	2.1%	0.0%	17.1%
optometrist	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
pharmacist	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
physician	0.4%	0.0%	0.0%	1.1%	1.0%	0.7%	0.0%	0.0%
school counselor	0.1%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
school principal/superintendent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
scientific researcher	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
social,welfare,recreation worker	2.7%	0.0%	0.0%	0.0%	0.0%	13.9%	0.0%	2.9%
statistician	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
therapist (phys,occup,speech)	1.6%	0.0%	0.0%	12.6%	0.0%	1.4%	0.0%	0.0%
teacher (elementary)	2.4%	0.0%	0.0%	0.0%	0.0%	11.8%	0.0%	5.7%
teacher (secondary)	1.5%	0.0%	1.4%	0.0%	1.0%	4.2%	0.8%	2.9%
veterinarian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
writer/journalist	0.3%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%
skilled trades	21.0%	1.1%	39.4%	6.9%	28.3%	1.4%	36.8%	2.9%
other career	17.7%	8.5%	12.5%	21.8%	22.2%	17.4%	26.4%	20.0%
undecided	5.2%	4.3%	3.4%	3.4%	4.0%	10.4%	5.6%	2.9%

* Range of possible responses to this item inlcuded: "Very good" "Some chance" "Very little chance".
** Item not included on survey for this particular year.

Filename: CIRPT14.wq1
Date: 4/5/93

PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FALL 1992

TABLE 15

STUDENT IDENTIFIED LIFE GOALS & VALUES

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Objectives Considered to be Essential or Very Important (*)	835	97	217	94	106	154	124	36
achieve in a performing art	4.9%	2.0%	4.6%	2.1%	4.5%	10.3%	3.2%	5.4%
become authority in my field	64.1%	59.2%	68.8%	60.0%	69.1%	57.3%	70.6%	51.4%
obtain recog. from colleagues	45.2%	42.9%	47.5%	38.3%	40.0%	51.6%	49.6%	29.7%
influence political structure	12.8%	13.3%	8.3%	11.5%	11.9%	22.4%	12.1%	5.4%
influence social values	29.3%	23.7%	24.3%	28.1%	13.2%	53.8%	26.0%	29.7%
raise a family	68.8%	67.3%	69.9%	75.0%	68.5%	71.8%	60.6%	67.6%
have admin. responsibility	36.5%	40.8%	36.1%	36.5%	33.3%	37.2%	41.7%	16.2%
be very well off financially	77.6%	76.8%	79.5%	75.3%	81.5%	72.0%	80.5%	70.3%
help others in difficulty	48.6%	54.6%	37.2%	64.6%	29.9%	66.7%	40.6%	64.9%
theoretical contrib. to science	10.4%	10.2%	4.6%	10.3%	9.3%	11.6%	23.0%	0.0%
write original works	6.2%	2.0%	4.1%	2.1%	5.5%	14.7%	5.6%	8.1%
create artistic work	12.1%	5.1%	11.9%	7.4%	5.6%	27.6%	7.9%	10.8%
be successful in own business	50.7%	54.1%	65.6%	21.6%	52.8%	42.3%	59.1%	29.7%
be involved in environ. cleanup	29.0%	26.5%	24.9%	21.3%	22.2%	39.7%	37.0%	27.0%
develop philosophy of life	31.8%	24.7%	28.4%	27.1%	24.8%	48.4%	27.6%	48.6%
participate in community action	12.9%	13.3%	10.6%	8.5%	4.6%	27.3%	10.2%	10.8%
promote racial understanding	26.9%	33.7%	14.2%	29.2%	16.8%	53.2%	16.5%	32.4%
keep up to date with politics	22.4%	19.4%	20.7%	18.8%	22.9%	36.1%	15.7%	13.5%
become a community leader	13.5%	12.2%	10.5%	20.0%	5.5%	23.2%	11.0%	8.1%

* Range of possible responses to this item included: "Essential", "Very important", "Somewhat important", "Not Important".
** Item not included in survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FALL 1992

TABLE 16

POLITICAL/SOCIAL ATTITUDES & RELIGIOUS ORIENTATION

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Agree Strongly or Somewhat	807	97	211	90	108	147	121	33
govt. not protecting consumer	74.2%	75.2%	74.2%	73.4%	69.1%	78.8%	71.2%	78.8%
gov't not controlling pollution	85.5%	80.4%	86.4%	83.2%	83.6%	91.0%	84.1%	88.6%
raise taxes to reduce deficit	16.7%	13.7%	19.2%	14.9%	20.2%	17.9%	12.0%	14.3%
too much concern for criminals	71.1%	69.3%	76.3%	71.6%	67.6%	66.9%	71.2%	73.5%
increase fed military spending	27.0%	35.6%	29.0%	18.9%	29.1%	23.5%	24.4%	28.6%
abortion should be legalized	63.3%	60.4%	63.1%	60.0%	64.5%	63.8%	69.7%	54.3%
abolish death penalty	15.2%	16.8%	14.8%	12.9%	12.5%	22.6%	10.4%	11.4%
sex OK if people like each other	58.2%	43.0%	65.0%	44.2%	75.7%	53.9%	66.1%	34.3%
married women best in home	31.8%	22.0%	40.6%	23.4%	35.7%	32.0%	30.9%	20.0%
marijuana should be legalized	29.6%	22.2%	29.3%	28.1%	32.1%	36.1%	32.8%	8.6%
busing ok to achieve balance	61.2%	54.6%	65.4%	50.0%	55.6%	61.9%	71.9%	60.6%
prohibit homosexual relations	48.3%	43.4%	55.2%	35.9%	63.4%	30.7%	60.8%	37.1%
college increases earning power	82.7%	83.8%	87.0%	80.0%	84.8%	73.2%	87.1%	79.4%
employers can require drug tests	77.3%	82.8%	79.2%	80.2%	75.9%	70.8%	75.8%	80.0%
control AIDS by mandatory tests	71.2%	68.0%	70.6%	68.4%	73.2%	67.7%	80.8%	65.7%
man not entitled to sex on date	84.4%	88.0%	77.7%	91.6%	85.7%	90.9%	77.4%	88.2%
more fed govt handgun control	59.9%	74.0%	47.7%	79.2%	44.6%	69.7%	52.4%	74.3%
national health care plan needed	78.6%	84.8%	76.3%	78.1%	80.9%	78.7%	77.2%	74.3%
nuclear disarmament attainable	68.0%	65.0%	69.8%	59.8%	67.9%	71.1%	72.4%	58.8%
racial discrim no longer problem	19.5%	23.2%	21.3%	14.7%	26.1%	17.4%	17.9%	5.7%
discourage energy consumption	75.1%	65.7%	81.2%	64.1%	80.9%	76.3%	74.2%	73.5%
individual can do little chg soc	43.0%	31.0%	48.8%	43.2%	45.0%	37.2%	52.5%	28.6%
pref treatment for disadvantaged	40.7%	32.0%	40.4%	27.1%	44.0%	43.9%	45.9%	62.9%
regulate student publications	49.9%	50.5%	48.8%	48.9%	47.7%	47.0%	52.5%	68.6%
high school grading too easy	44.9%	41.4%	44.2%	46.8%	46.4%	48.1%	37.4%	62.9%
wealthy should pay more taxes	76.7%	68.0%	78.2%	78.9%	82.7%	71.2%	79.2%	82.9%
prohibit racist/sexist speech	58.5%	69.0%	52.8%	66.3%	56.8%	54.5%	58.7%	64.7%

TABLE 16 (cont.)

POLITICAL/SOCIAL ATTITUDES & RELIGIOUS ORIENTATION

Item/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Political Views	800	96	211	89	106	144	125	29
far left	3.3%	1.0%	3.3%	0.0%	4.7%	4.2%	4.8%	3.4%
liberal	17.1%	19.8%	13.7%	23.6%	19.8%	22.9%	8.8%	10.3%
middle of the road	60.6%	58.3%	64.0%	60.7%	57.5%	58.3%	61.8%	62.1%
conservative	17.8%	18.8%	19.0%	13.5%	15.1%	13.9%	23.2%	24.1%
far right	1.3%	2.1%	0.0%	2.2%	2.8%	0.7%	1.6%	0.0%
Religious Preference	831	101	218	95	106	146	128	37
Baptist	10.8%	8.9%	6.9%	15.8%	9.4%	10.3%	11.7%	29.7%
Buddhist	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Eastern Orthodox	0.1%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Episcopal	1.6%	2.0%	0.5%	1.1%	0.0%	2.7%	3.9%	0.0%
Islamic	0.2%	0.0%	0.0%	1.1%	0.0%	0.0%	0.8%	0.0%
Jewish	0.2%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%
LDS (Mormon)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lutheran	10.5%	14.9%	9.6%	10.5%	12.3%	9.6%	10.9%	0.0%
Methodist	17.9%	16.8%	14.2%	24.2%	16.0%	20.5%	15.6%	29.7%
Presbyterian	5.3%	6.9%	6.4%	3.2%	7.5%	2.7%	6.3%	0.0%
Quaker	0.2%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Roman Catholic	21.7%	10.9%	30.7%	17.9%	23.6%	20.5%	21.9%	5.4%
Seventh Day Adventist	0.2%	1.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%
United Church of Christ	4.9%	3.0%	7.3%	3.2%	4.7%	4.8%	3.9%	5.4%
other Protestant	6.6%	7.9%	5.5%	5.3%	10.4%	6.2%	7.0%	2.7%
other religion	6.0%	6.9%	7.8%	6.3%	1.9%	6.2%	3.9%	10.8%
none	13.6%	19.8%	10.1%	11.6%	14.2%	15.1%	13.3%	16.2%
Born-Again Christian?	719	94	175	81	89	138	114	28
no	73.0%	71.3%	79.4%	66.7%	71.9%	68.8%	78.1%	60.7%
yes	27.0%	28.7%	20.6%	33.3%	28.1%	31.2%	21.9%	39.3%

* Item not included on survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
COMPARISON OF
FIRST-TIME FULL-TIME FRESHMAN
BY ACADEMIC DIVISION
FALL 1992

TABLE 17
EDUCATIONAL FINANCES

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Concern about Financing College	886	105	231	100	112	161	139	38
no concern	29.1%	27.6%	29.9%	23.0%	24.1%	32.9%	36.7%	15.8%
some concern	54.6%	58.1%	57.6%	52.0%	57.1%	48.4%	51.8%	63.2%
major concern	16.3%	14.3%	12.6%	25.0%	18.8%	18.6%	11.5%	21.1%
Receive Any Aid From	895	105	234	101	112	161	143	39
parents or family	68.9%	58.1%	82.9%	49.5%	80.4%	56.5%	78.3%	48.7%
spouse	2.7%	4.8%	0.4%	7.9%	0.9%	2.5%	2.8%	2.6%
savings from summer work	50.8%	39.0%	63.7%	37.6%	59.8%	39.8%	62.2%	17.9%
other savings	31.1%	24.8%	38.0%	28.7%	32.1%	26.1%	32.9%	23.1%
part-time job on campus	5.9%	5.7%	6.0%	5.9%	3.6%	6.8%	7.0%	5.1%
part-time job off campus	29.4%	30.5%	29.9%	32.7%	28.6%	29.2%	27.3%	25.6%
full-time job while in college	2.6%	2.9%	0.0%	5.9%	1.8%	3.7%	2.8%	5.1%
PELL grant	38.2%	41.0%	33.8%	49.5%	36.6%	39.1%	28.0%	66.7%
Supp Educational Oppty Grant	5.3%	4.8%	2.1%	8.9%	2.7%	9.3%	6.3%	2.6%
state scholarship or grant	22.7%	29.5%	16.2%	29.7%	25.9%	23.0%	14.0%	46.2%
College Work-Study Grant	3.1%	2.9%	3.4%	3.0%	2.7%	3.7%	2.8%	2.6%
other college grant	6.3%	3.8%	9.4%	6.9%	8.0%	3.1%	5.6%	2.6%
other private grant	9.8%	8.6%	12.0%	9.9%	12.5%	5.6%	9.8%	10.3%
other govt aid (ROTC,BIA,GI,etc)	4.1%	5.7%	4.3%	2.0%	7.1%	2.5%	4.2%	2.6%
Stafford/Guaranteed Student Loan	51.2%	50.5%	52.1%	54.5%	54.5%	52.2%	42.7%	56.4%
Perkins Loan	0.9%	1.0%	1.3%	0.0%	1.8%	0.6%	0.7%	0.0%
other college loan	9.1%	8.6%	12.4%	11.9%	10.7%	5.6%	6.3%	2.6%
other loan	8.8%	11.4%	10.3%	11.9%	9.8%	4.3%	7.0%	7.7%
other	4.4%	3.8%	3.8%	8.9%	4.5%	3.1%	4.2%	2.6%

TABLE 17 (cont.)
EDUCATIONAL FINANCES

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Received $1,500 or More From	895	105	234	101	112	161	143	39
parents or family	39.3%	34.3%	52.1%	23.8%	43.8%	31.7%	44.1%	17.9%
spouse	0.6%	1.0%	0.0%	1.0%	0.0%	0.6%	1.4%	0.0%
savings from summer work	7.4%	4.8%	12.0%	3.0%	7.1%	3.7%	11.2%	0.0%
other savings	5.7%	1.9%	7.3%	5.0%	5.4%	6.8%	7.0%	0.0%
part-time job on campus	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
part-time job off campus	1.7%	2.9%	1.7%	2.0%	0.9%	2.5%	0.7%	0.0%
full-time job while in college	1.5%	1.9%	0.0%	4.0%	1.8%	1.2%	2.1%	0.0%
PELL grant	5.6%	2.9%	5.1%	7.9%	8.0%	4.3%	4.9%	10.3%
Supp Educational Oppty Grant	0.4%	0.0%	0.0%	0.0%	0.9%	0.6%	1.4%	0.0%
state scholarship or grant	2.2%	0.0%	1.7%	4.0%	2.7%	1.2%	3.5%	5.1%
College Work-Study Grant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
other college grant	0.6%	0.0%	0.4%	1.0%	0.9%	0.6%	0.7%	0.0%
other private grant	1.9%	1.9%	2.1%	1.0%	1.8%	1.2%	3.5%	0.0%
other govt aid (ROTC,BIA,GI,etc)	2.3%	1.9%	2.1%	2.0%	3.6%	1.9%	2.8%	2.6%
Stafford/Guaranteed Student Loan	27.2%	23.8%	25.2%	25.7%	32.1%	29.2%	23.8%	41.0%
Perkins Loan	0.2%	0.0%	0.0%	0.0%	0.9%	0.6%	0.0%	0.0%
other college loan	4.9%	4.8%	6.4%	5.0%	6.3%	3.1%	4.2%	2.6%
other loan	4.0%	5.7%	5.1%	5.0%	5.4%	0.6%	2.8%	5.1%
other	2.3%	2.9%	1.7%	5.9%	1.8%	0.6%	3.5%	0.0%

* Item not included on survey for this particular year.

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PENNSYLVANIA COLLEGE OF TECHNOLOGY
FRESHMAN SURVEY
SUPPLEMENTAL ITEMS
BY ACADEMIC DIVISION
FALL 1992

TABLE 18
SUPPLEMENTAL ITEMS

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Primary Alternative to Penn College	766	85	200	96	103	126	121	35
entering military service	14.1%	5.9%	16.5%	6.3%	30.1%	13.5%	12.4%	2.9%
finding a job	27.8%	32.9%	32.5%	28.1%	23.3%	19.8%	30.6%	20.0%
keeping my present job	13.7%	15.3%	12.5%	13.5%	9.7%	11.1%	21.5%	11.4%
attending different type college	25.8%	31.8%	17.0%	30.2%	16.5%	44.4%	16.5%	42.9%
attending other 2-yr clg/tech school	18.5%	14.1%	21.5%	21.9%	20.4%	11.1%	19.0%	22.9%
Primary Alternative Institution	772	84	202	96	104	129	121	36
Bloomsburg U	2.6%	6.0%	3.0%	2.1%	1.9%	3.9%	0.0%	0.0%
Lock Haven U	3.5%	3.6%	1.5%	4.2%	2.9%	8.5%	2.5%	0.0%
Penn State U	3.9%	3.6%	5.9%	3.1%	2.9%	2.3%	5.0%	0.0%
other school	29.4%	19.0%	27.7%	29.2%	31.7%	30.2%	31.4%	47.2%
did not apply anywhere else	60.6%	67.9%	61.9%	61.5%	60.6%	55.0%	61.2%	52.8%
Greatest Concern Prior to Enrolling	770	84	201	96	104	127	122	36
availability of quality programs here	24.0%	23.8%	22.4%	28.1%	17.3%	29.1%	25.4%	19.4%
costs of education at this College	53.6%	56.0%	51.7%	54.2%	57.7%	50.4%	52.5%	61.1%
distance of College from home	13.0%	14.3%	10.4%	13.5%	12.5%	15.0%	12.3%	19.4%
insufficient information about College	3.5%	3.6%	3.5%	3.1%	4.8%	0.8%	6.6%	0.0%
finding adequate housing	5.8%	2.4%	11.9%	1.0%	7.7%	4.7%	3.3%	0.0%

TABLE 18 (cont.)
SUPPLEMENTAL ITEMS

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Sense of Comfort/Welcome while on Campus Prior to Starting Classes	772	85	203	96	104	127	121	36
very welcome and comfortable	31.1%	27.1%	26.1%	32.3%	34.6%	36.2%	26.4%	52.8%
somewhat welcome and comfortable	36.0%	31.8%	37.4%	36.5%	29.8%	33.9%	43.8%	36.1%
just okay	29.3%	37.6%	32.5%	24.0%	32.7%	28.3%	26.4%	8.3%
somewhat unwelcome and uncomfortable	3.1%	3.5%	3.4%	4.2%	2.9%	1.6%	3.3%	2.8%
very unwelcome and uncomfortable	0.5%	0.0%	0.5%	3.1%	0.0%	0.0%	0.0%	0.0%
Sense of Comfort/Welcome while on Campus Since arriving for Classes	774	85	202	96	104	129	122	36
very welcome and comfortable	42.2%	34.1%	40.1%	40.6%	45.2%	42.6%	41.8%	69.4%
somewhat welcome and comfortable	37.2%	38.8%	38.6%	37.5%	43.3%	30.2%	39.3%	25.0%
just okay	18.3%	21.2%	19.3%	19.8%	10.6%	24.8%	17.2%	5.6%
somewhat unwelcome and uncomfortable	1.2%	2.4%	1.0%	2.1%	0.0%	1.6%	0.8%	0.0%
very unwelcome and uncomfortable	1.0%	3.5%	1.0%	0.0%	1.0%	0.8%	0.8%	0.0%
Medium most influential in providing information about College	764	85	199	95	103	129	119	34
radio	6.5%	12.9%	7.5%	6.3%	3.9%	7.0%	4.2%	0.0%
television	5.9%	4.7%	5.5%	4.2%	5.8%	7.8%	6.7%	5.9%
newspapers	4.7%	7.1%	3.0%	9.5%	3.9%	3.9%	3.4%	5.9%
printed material(poster,brochure,catalog)	45.0%	47.1%	43.7%	42.1%	50.5%	45.0%	44.5%	41.2%
haven't noticed such info about College	37.8%	28.2%	40.2%	37.9%	35.9%	36.4%	41.2%	47.1%
Extent of Penn State Affiliation as factor in Enrollment decision	763	85	199	95	103	128	119	34
very substantial, positive factor	18.9%	17.6%	21.6%	15.8%	22.3%	16.4%	20.2%	8.8%
positive factor	38.9%	40.0%	37.2%	38.9%	40.8%	38.3%	38.7%	44.1%
not a factor	37.5%	38.8%	37.7%	41.1%	32.0%	35.9%	37.8%	44.1%
negative factor	2.6%	2.4%	2.5%	2.1%	3.9%	3.1%	1.7%	2.9%
substantial, negative factor	2.1%	1.2%	1.0%	2.1%	1.0%	6.3%	1.7%	0.0%

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TABLE 18 (cont.)
SUPPLEMENTAL ITEMS

Item (# of Respondents)/ Responses	Total Penn College	Division Response Percentages: Business/ Computer Tech	Constr./ Design Tech	Health Science	Industr./ Engineer Tech	Inte- grated Studies	Nat. Res./ Transport Tech	North Campus
Most attractive feature of Penn State Affiliation	754	85	199	94	102	125	119	30
new fields of study	23.3%	27.1%	19.1%	27.7%	23.5%	27.2%	21.0%	20.0%
prestige of assoc w/major university	18.8%	11.8%	18.1%	24.5%	21.6%	20.0%	17.6%	16.7%
job opps due to Penn State recognition	28.1%	23.5%	29.6%	22.3%	28.4%	21.6%	41.2%	23.3%
possibility of bachelor dgr programs	14.7%	16.5%	15.1%	18.1%	12.7%	14.4%	10.1%	23.3%
chance to transfer to Penn State	15.0%	21.2%	18.1%	7.4%	13.7%	16.8%	10.1%	16.7%
Importance of getting good grades at Penn College	764	85	200	96	103	128	119	33
extremely important	76.6%	81.2%	70.0%	84.4%	79.6%	77.3%	73.9%	78.8%
pretty important	20.3%	14.1%	27.5%	14.6%	17.5%	17.2%	22.7%	21.2%
somewhat important	2.5%	4.7%	2.0%	0.0%	1.0%	4.7%	3.4%	0.0%
not too important	0.4%	0.0%	0.5%	0.0%	1.9%	0.0%	0.0%	0.0%
not important at all	0.3%	0.0%	0.0%	1.0%	0.0%	0.8%	0.0%	0.0%
Importance of graduating from Penn College	765	85	200	96	103	129	119	33
extremely important	83.8%	82.4%	87.0%	85.4%	92.2%	65.1%	90.8%	84.8%
pretty important	11.0%	15.3%	11.0%	9.4%	6.8%	18.6%	6.7%	3.0%
somewhat important	2.6%	1.2%	1.5%	2.1%	1.0%	7.0%	2.5%	3.0%
not too important	1.4%	1.2%	0.5%	2.1%	0.0%	5.4%	0.0%	0.0%
not important at all	1.2%	0.0%	0.0%	1.0%	0.0%	3.9%	0.0%	9.1%

Item not included on survey for this particular year.

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SECTION III

HISTORY

THE COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and longest empirical study of higher education, involving data on some 1,300 institutions, over 6 million students, and more than 100,000 faculty. To maximize the use of this data in research and training, the CIRP was transferred to the Graduate School of Education at UCLA in 1973. The annual CIRP freshman and follow-up surveys are now administered by the Higher Education Research Institute at the University of California, Los Angeles, under the continuing sponsorship of the American Council on Education.

The 1990 national norms are based on questionnaires completed by 276,798 new freshmen entering a national sample of 574 two-year and four-year colleges and universities. Of these, 194,182 questionnaires from 382 institutions were used to compute the national norms, which are statistically adjusted to represent the nation's total full-time freshman population. Over the past 25 years, more than 6 million students at over 1,300 institutions have participated in this annual survey.

AMERICAN COUNCIL ON EDUCATION

The American Council on Education (ACE) founded in 1918, is a council of educational organizations and institutions. ACE seeks to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

HIGHER EDUCATION RESEARCH INSTITUTE
University of CAlifornia, Los Angeles

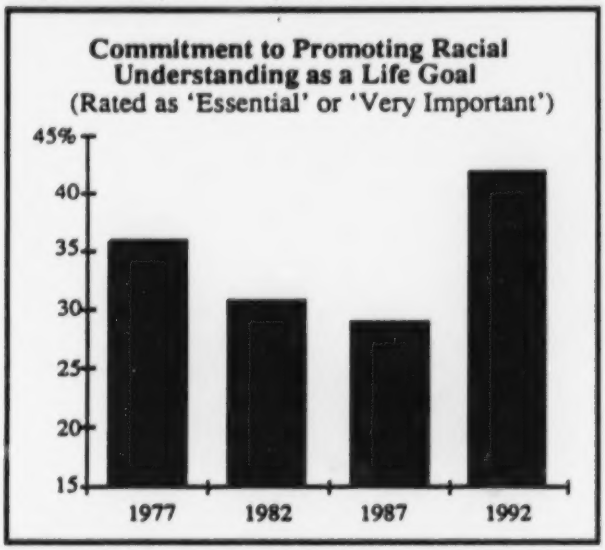
The Higher Education Research Institute (HERI) is based in the Graduate School of Education, at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education; academic administration and institutional management; faculty performance; federal and state policy assessment; and educational equity.

Higher Education Research Institute

The American Freshman: National Norms For Fall 1992

Increased Freshman Interest in Racial Understanding and Social Change

Sharp increases in interest on issues related to race were recorded in the Cooperative Institutional Research Program's national survey of 1992 college freshmen. The percentage of students for whom "helping to promote racial understanding" is an 'essential' or 'very important' goal jumped sharply to a record high of 42.0 percent (up from 33.7 percent in 1991). Similarly, six out of seven freshmen (85.1 percent) disagree with the proposition that "racial discrimination is no longer a major problem in America," up from the levels recorded during the past several years (79.7 percent in 1991).



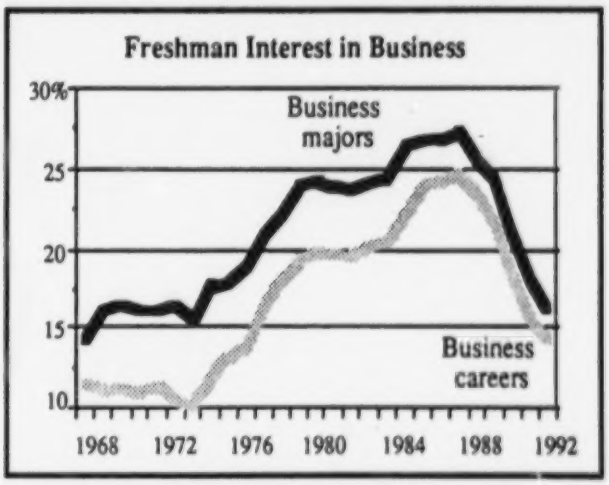
A record two out of every five freshmen participated in an organized demonstration last year (40.5 percent, up from 39.0 percent in 1991). This figure continues a pattern of renewed participation in protests and other forms of activism, which is more than double the levels recorded during the late 1960s (15.5 and 16.3 percent in 1966 and 1967, respectively). Plans to participate in student protests during college also remained high (at 6.9 percent, down slightly from 1990's high of 7.1 percent).

The survey also shows the percentage of students who say that "influencing social values" is an 'essential' or 'very important' goal in life reached an all-time high (43.3 percent, up from 39.6 in 1991), while wanting to "influence the political structure" remained near record high levels (20.1 percent, compared to the 1990 high of 20.6). The goal of "participating in a community action program" reached its highest level of popularity in more than a decade (26.1 percent, up from 23.5 percent in 1991). Nearly one out of three freshmen endorse "becoming a community leader" as a 'very important' or 'essential' goal, doubling the percentage recorded when this question was last asked (in 1972, at 14.9 percent, compared to the 1992 percentage of 30.7).

Strong Interest in the Health Professions

The percentage of new college freshmen indicating an interest in majoring in the health professions reached a new high in 1992 (15.6 percent, up from 12.9 percent in 1991), continuing a trend started five years ago. This year's interest level represents a doubling of interest since 1987, when 7.2 percent of the entering freshmen wanted to major in these fields. Aspirations for health-related careers parallel the major field interest trends, reaching all-time highs in both nursing (5.7 percent versus 5.2 percent in 1991, up from a low of 2.2 percent in 1987) and medicine/dentistry (5.9 percent versus 4.9 percent in 1991). Interest in allied health careers is also up sharply (8.0 percent in 1992, up from 4.8 percent in 1986).

The percentage of students planning business careers continues to decline, reaching 14.3 percent in the current survey (compared to 15.6 percent in 1991 and the 1987 peak of 24.6 percent). With this latest drop, interest in business careers has declined by almost one-half in just five years. Interest in



business–related majors shows a similar pattern of decline, reaching its lowest point since 1972 (16.3 percent in 1992, compared with 15.5 percent in 1972). Although freshman interest in business fields doubled between the 1960s and late 1980s, the strong and consistent declines over the past five years have largely eliminated these gains.

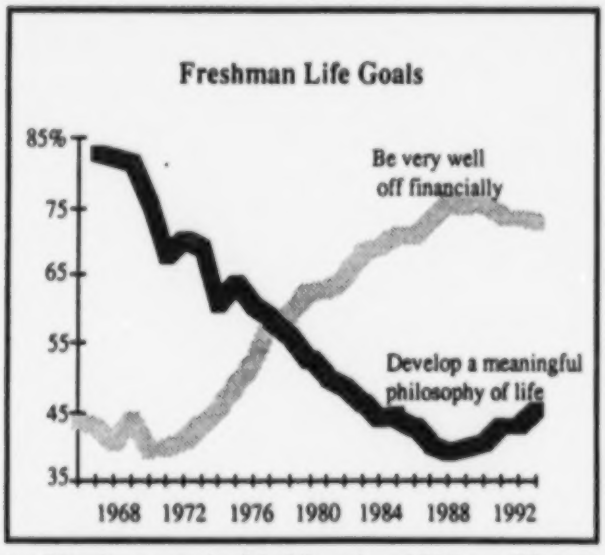
Economic Woes Continue to Affect Students

The survey suggests that students have not been insulated from the effects of last year's stagnant economy, and that they are increasingly choosing colleges due to economic, not educational, considerations. Record numbers of students indicate that they selected their freshman college on the basis of low tuition (30.0 percent, up from 27.7 in 1991), because of the offer of financial assistance (28.3 percent, up from 27.8 in 1991), and because they wanted to live near home (23.6 percent, up from 21.3 percent in 1991). The freshmen do not seem satisfied with this situation: One in four indicate they are not attending their 'first choice' college (27.9 percent, up from 26.3 percent in 1991 but down from the high of 32.1 percent in 1988) while a record number predict that there is a 'very good chance' they will transfer to another college before graduating (16.1 percent, up from 13.0 percent last year).

A record one in six freshmen (17.4 percent, compared with 13.1 percent in 1989) indicated a 'major concern' about their ability to finance college, while the percentage who decided to go to college because they "could not find a job" reached an all–time high (8.2 percent, up from 7.3 percent last year and 1978's low of 4.4 percent). A record number also reported their father's occupation as 'unemployed' (3.3 percent).

Freshman Life Goals

Student commitment to "being very well off financially" dropped for the fifth straight year (from 75.6 percent in 1987 to 73.0 percent in 1992), while the percentage of students endorsing "develop a meaningful philosophy of life" as a life goal increased for the fifth straight year (to 45.6 percent). These trends, in combination with the dramatic declines in freshman interest in business, suggest that students are beginning to shift away from the materialistic philosophy that seemed to be dominant during the 1980s.



Activities During High School

The survey shows that freshman volunteerism is up this year, with a record two out of three (65.6 percent) saying they performed volunteer work during the past year (up from 64.7 percent in 1991). The percentage of students planning to participate in volunteer or community service work during college increased to record levels as well, with 16.8 percent saying there was a 'very good chance' that they would perform such activities while in college.

Beer and alcohol consumption was down among this year's freshmen, with only about one–half of the freshmen saying they 'frequently' or 'occasionally' drank beer (53.5 percent). This is a substantial drop from the three out of four freshmen who reported drinking beer in 1981 and 1982. The current frequency of beer consumption is now about equal to that recorded in the late 1960s. Wine and liquor consumption also declined for the fourth straight year (to 53.9 percent from 66.7 in 1987–88). However, the number of students who agree that "marijuana should be legalized" continued to rebound for the third straight year (to 23.0 percent, up from the low of 16.7 percent in 1989). The current agreement level is nevertheless considerably lower than its peak in the late 1970s. Whether changing attitudes toward the legalization of marijuana simply represents a liberalization of attitudes or increased usage is unclear, but previous research suggests that attitude trends parallel usage trends.

Freshman Attitudes

The survey reveals continuing change in the self–assessment of political identification. The percentage of students who classify their political views as 'liberal' or 'far left' increased to its highest point in 15 years (26.7 percent). The percentage who say they are 'conservative' or 'far right' remained stable at 20.3 percent. This resurgence in political liberalism continues a trend that started several years ago, but is still well below the levels recorded during the late 1960s and early 1970s.

The attitudes of freshmen toward specific political issues continue to be mostly liberal, while reflecting changes in the larger political landscape. Interest in maintaining abortion rights and improving the environment remain at or near their respective all–time highs, with nearly two out of three students (64.1 percent) agreeing that "abortion should be legal," and almost nine out of ten (89.7 percent) agreeing that "the Federal government is not doing enough to control environmental pollution." Agreement that "Nuclear disarmament is attainable" reached a record high of 67.8 percent (up from a low of 54.2 in 1985) while the number of students who believe that military spending should be increased reached its lowest point ever (20.8 percent, down from 26.0 percent last year and a high of 38.8 percent in 1982).

The survey results were more mixed on issues of personal freedom. The percentage of students who agree that "employers should be allowed to require drug testing of employees or job applicants" increased for the fourth straight year to a record

high (82.4 percent). The percentage of freshmen who believe that "it is important to have laws prohibiting homosexual relationships" dropped for the fifth straight year to its lowest point ever (to 37.6 percent). Although nearly one-half of the men in the survey (48.6 percent, compared with 28.3 percent of the women) endorse this point of view, the agreement of both men and women has dropped by a similar amount over the last five years. Eight out of ten freshmen believe that "the Federal government should do more to control the sale of handguns" (80.4 percent). A clear majority of freshmen also believe that "colleges should prohibit racist/sexist speech on campus" (61.2 percent for all freshmen), with support being strongest among women (64.5 percent versus 57.2 percent of the men).

Attitudes toward sex continue to change, with the number of students agreeing that "if two people really like each other, it's all right for them to have sex even if they've known each other only for a very short time" reaching a record low (44.2 percent, down sharply from 51.0 percent in 1990). Men, however, are nearly twice as likely to endorse this view (58.8 percent, versus 31.9 percent for women). One in four women (25.2 percent) report that they frequently "discussed safe sex," compared with one in five men (19.0 percent). The percentage of freshmen who believe that "the only way to control AIDS is through widespread, mandatory testing" declined for the fourth straight year to a new low of 63.5 percent. Attitudes toward date rape continue to change, with 11.1 percent of the freshmen disagreeing that "just because a man thinks that a woman has 'led him on' does not entitle him to have sex with her," the lowest recorded value. However, 17.1 percent of the men disagree with this viewpoint (compared to 6.2 percent of the women), demonstrating there are still substantial gender differences on this subject.

The 1992 national survey involved questionnaires completed by 304,935 freshmen entering a national sample of 606 two- and four-year colleges and universities. Of these, 213,630 questionnaires from 404 institutions judged to have surveyed the most representative samples of entering freshman were used to compute the national norms, which are statistically adjusted to represent the nation's total population of approximately 1.7 million first-time freshmen. Since 1966, more than 8 million students and 1,300 institutions have participated in the survey.

This is the twenty-seventh annual report of national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. This series, initiated in Fall 1966, is a project of the Cooperative Institutional Research Program (CIRP), a continuing longitudinal study of the American higher education system sponsored by the American Council on Education (ACE) and the Graduate School of Education at the University of California, Los Angeles.

The principal purpose of the CIRP is to assess the effects of college on students (see Astin, et al., 1966). During the past 27 years the CIRP has generated an array of normative, substantive, and methodological research about a wide range of issues in American higher education.

In *The American Freshman*, data have been weighted to provide a normative profile of the American freshman population for individuals engaged in policy analysis, human resource planning, campus administration, educational research, and guidance and counseling. The data are also useful to the general community of current and future college students, their parents and to college faculty.

The survey instrument, the Student Information Form, is revised annually to reflect the changing concerns of the academic community and others who use the information. A major purpose of the freshman survey is to provide initial input information for longitudinal research. Follow-up surveys of individual students in each entering fresman cohort are routinely done two and four years after college entry via the College Student Survey. Longer-term follow-ups are conducted at various intervals depending on funding.

The normative data presented in *The American Freshman* are reported separately for men and for women, and for 35 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college), and the "selectivity level" of the institution.

The Cooperative Institutional Research Program

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of American higher education. Established in 1966 by the American Council on Education (ACE), the CIRP is now the nation's largest and oldest continuing empirical study of American colleges and college students. Since 1966, some 8 million students, 100,00 faculty, and 1,300 institutions have participated in CIRP surveys.

The annual CIRP survey of entering freshmen is now administered through UCLA's Higher Education Research Institute, under the continuing sponsorship of the American Council on Education.

Project Staff
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For additional information about the CIRP, please write or call:

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Upcoming 1993 Cooperative Institutional Research Program Surveys

The Cooperative Institutional Research Program (CIRP) and UCLA's Higher Education Research Institute (HERI) will offer a freshman and College Student Survey in 1993. These surveys, described below, are open to all two- and four-year colleges and universities.

Annual Freshman Survey

The annual survey of entering college freshmen covers an array of demographic, experiental, and attitudinal issues. The questionnaire also covers degree aspirations, major and career plans, and expectations about college. Participating institutions receive a campus profile report, plus national normative data. Institutions can merge their CIRP freshman survey data with other campus data (such as files from the registrar's office) to create a longitudinal data file to assist institutional research, planning efforts, and accreditation studies.

College Student Survey

The College Student Survey provides a cost effective vehicle for campuses interested in outcomes assessment. The College Student Survey is especially effective when used with the CIRP freshman survey to develop longitudinal student data. The survey focuses on student experiences during college, and includes items that measure satisfaction with key aspects of the college experience. These surveys are particularly useful for accreditation reports, retention studies, and self-study assessments.

Related Publications

The American Freshman: Twenty-Five Year Trends. This comprehensive report summarizes twenty-five years of the CIRP freshman survey data. Included with the report is an analytical essay summarizing the major changes in the freshman population over the past two decades. Separate sections will provide the trends for men, women, and all students. This report covers a wide range of issues: demographic characteristics, academic ability, student goals and aspirations, preferences for major and careers, expectations of college, attitudes on political and social issues, and life goal questions.

The American College Teacher: National Norms for the 1989-90 HERI Faculty Survey. Provides an informative profile of teaching faculty at American colleges and universities. Teaching, research activities and professional development issues are highlighted along with issues related to job satisfaction and stress.

For additional information about all HERI publications and survey programs,
please contact the Higher Education Research Institute at UCLA, (310) 825-1925.

Order Form

Please send me:

_____copies	The American Freshman: National Norms for Fall 1992	$20.00 each
_____copies	The American Freshman: Twenty-Five Year Trends	$25.00 each
_____copies	The American College Teacher: 1989-90 HERI Faculty Survey	$12.00 each
_____copies	The Black Undergraduate	$ 8.00 each

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When were you born? Month (01–12) Day (01–31) Year

1992 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ballpoint or felt-tip marker be properly read? Yes... ○ No... ●

FORM NO.: 412048

PLEASE PROVIDE YOUR SOCIAL SECURITY NO.

Mark in Ovals

	GRP CODE A	GRP CODE B
⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	0	0
	1	1
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Research Institute at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

PLEASE USE #2 PENCIL

Sincerely, Alexander W. Astin

Alexander W. Astin, Director
Higher Education Research Institute

1. Your sex: Male... ○ Female... ○

2. How old will you be on December 31 of this year? (Mark one)

16 or younger... ○ 21–24 ..... ○
17 ..... ○ 25–29 ..... ○
18 ..... ○ 30–39 ..... ○
19 ..... ○ 40–54 ..... ○
20 ..... ○ 55 or older ... ○

3. Are you a veteran? (Mark one)

No... ○ Yes... ○

4. In what year did you graduate from high school? (Mark one)

1992 ..... ○ Did not graduate but
1991 ..... ○ passed G.E.D. test ... ○
1990 ..... ○ Never completed
1989 or earlier... ○ high school ..... ○

5. Are you enrolled (or enrolling) as a: (Mark one) Full-time student? .. ○ Part-time student? .. ○

6. How many miles is this college from your permanent home? (Mark one)

5 or less ○ 11–50 ○ 101–500 ○
6–10 ○ 51–100 ○ Over 500 ○

7. What was your average grade in high school? (Mark one)

A or A+ ○ B ○ C ○
A- ○ B- ○ D ○
B+ ○ C+ ○

8. What were your scores on the SAT and/or ACT?

SAT VERBAL .....
SAT MATH .....
ACT Composite .....

9. During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	1/2	1	2	3	4	5 or more
English	○	○	○	○	○	○	○
Mathematics	○	○	○	○	○	○	○
Foreign Language	○	○	○	○	○	○	○
Physical Science	○	○	○	○	○	○	○
Biological Science	○	○	○	○	○	○	○
History/Am. Govt.	○	○	○	○	○	○	○
Computer Science	○	○	○	○	○	○	○
Arts and/or Music	○	○	○	○	○	○	○

10. Prior to this term, have you ever taken courses for credit at this institution?

○ Yes ○ No

11. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
Yes, at a junior or comty. college	○	○
Yes, at a 4-yr. college or university	○	○
Yes, at some other postsecondary school (For example, technical, vocational, business)	○	○

12. Where do you plan to live during the fall term? (Mark one)

With parents or relatives ... ○
Other private home, apartment or room .. ○
College dormitory ... ○
Fraternity or sorority house ... ○
Other campus student housing ... ○
Other ... ○

13. Is this college your: (Mark one)

First choice? ..... ○
Second choice?... ○ Less than third choice? ..... ○
Third choice? .... ○

14. To how many colleges other than this one did you apply for admission this year?

No other ○ 1 ○ 3 ○ 5 ..... ○
2 ○ 4 ○ 6 or more. ○

15. What is the highest academic degree that you intend to obtain? (Mark one)

None ... ○
Vocational certificate ... ○
Associate (A.A. or equivalent) ... ○
Bachelor's degree (B.A., B.S., etc.) ... ○
Master's degree (M.A., M.S., etc.) ... ○
Ph.D. or Ed.D. ... ○
M.D., D.O., D.D.S., or D.V.M. ... ○
LL.B. or J.D. (Law) ... ○
B.D. or M.DIV. (Divinity) ... ○
Other ... ○

16. Is English your native language?

○ Yes ○ No

17. Citizenship status:

○ U.S. citizen
○ Permanent resident (green card)
○ Neither

18. Are your parents: (Mark one)

Both alive and living with each other?. ○
Both alive, divorced or living apart?... ○
One or both deceased? ... ○

19. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds) ... ○
Some concern (but I will probably have enough funds) ... ○
Major concern (not sure I will have enough funds to complete college) . ○

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penses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	$1-999	$1,000-$1,499	Over $1,500
a. My Own or Family Resources				
Parents, other relatives or friends	○	○	○	○
Spouse	○	○	○	○
Savings from summer work	○	○	○	○
Other savings	○	○	○	○
Part-time job on campus	○	○	○	○
Part-time job off campus	○	○	○	○
Full-time job while in college	○	○	○	○
b. Aid Which Need Not Be Repaid				
Pell Grant	○	○	○	
Supplemental Educational Opportunity Grant	○	○	○	○
State Scholarship or Grant	○	○	○	○
College Work-Study Grant	○	○	○	○
College Grant/Scholarship (other than above)	○	○	○	○
Other private grant	○	○	○	○
Other Government Aid (ROTC, BIA, GI/military benefits, etc.)	○	○	○	○
c. Aid Which Must Be Repaid				
Stafford/Guaranteed Student Loan	○	○	○	○
Perkins Loan	○	○	○	○
Other College Loan	○	○	○	○
Other Loan	○	○	○	○
d. Other Than Above	○	○	○	○

21. Are you: (Mark all that apply)

- ○ White/Caucasian
- ○ African-American/Black
- ○ American Indian
- ○ Asian-American/Oriental
- ○ Mexican-American/Chicano
- ○ Puerto Rican-American
- ○ Other Latino
- ○ Other

22. Current religious preference: (Mark one in each column)

	Your	Father's	Mother's
Baptist	①	①	①
Buddhist	②	②	②
Eastern Orthodox	③	③	③
Episcopal	④	④	④
Islamic	⑤	⑤	⑤
Jewish	⑥	⑥	⑥
LDS (Mormon)	⑦	⑦	⑦
Lutheran	⑧	⑧	⑧
Methodist	⑨	⑨	⑨
Presbyterian	⑩	⑩	⑩
Quaker	⑪	⑪	⑪
Roman Catholic	⑫	⑫	⑫
Seventh Day Adventist	⑬	⑬	⑬
United Church of Christ	⑭	⑭	⑭
Other Protestant	⑮	⑮	⑮
Other Religion	⑯	⑯	⑯
None	⑰	⑰	⑰

23. Do you consider yourself a born-again Christian? ○ Yes ○ No

ones you did during the past year. If you engaged in an activity frequently, mark ①. If you engaged in an activity one or more times, but not frequently, mark ② (occasionally). Mark ③ (Not at all) if you have not performed the activity during the past year.

(Mark one for each item)	Frequently	Occasionally	Not at all
Attended a religious service	①	②	③
Was bored in class	①	②	③
Participated in organized demonstrations	①	②	③
Failed to complete a homework assignment on time	①	②	③
Tutored another student	①	②	③
Studied with other students	①	②	③
Was a guest in a teacher's home	①	②	③
Smoked cigarettes	①	②	③
Drank beer	①	②	③
Drank wine or liquor	①	②	③
Stayed up all night	①	②	③
Spoke a language other than English at home	①	②	③
Felt overwhelmed by all I had to do	①	②	③
Felt depressed	①	②	③
Performed volunteer work	①	②	③
Came late to class	①	②	③
Played a musical instrument	①	②	③
Asked a teacher for advice after class	①	②	③
Voted in a student election	①	②	③
Discussed politics	①	②	③
Attended a racial or concert	①	②	③
Worked in a local, state, or national political campaign	①	②	③
Argued with a teacher in class	①	②	③
Discussed "safe sex"	①	②	③
Socialized with someone from a different racial/ethnic group	①	②	③

25. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Mark one in each row)	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	○	○	○	○	○
Artistic ability	○	○	○	○	○
Competitiveness	○	○	○	○	○
Cooperativeness	○	○	○	○	○
Drive to achieve	○	○	○	○	○
Emotional health	○	○	○	○	○
Leadership ability	○	○	○	○	○
Mathematical ability	○	○	○	○	○
Originality	○	○	○	○	○
Physical health	○	○	○	○	○
Popularity	○	○	○	○	○
Public speaking ability	○	○	○	○	○
Reading speed/comprehension	○	○	○	○	○
Self-confidence (intellectual)	○	○	○	○	○
Self-confidence (social)	○	○	○	○	○
Understanding of others	○	○	○	○	○
Writing ability	○	○	○	○	○

parents' total income last year? Consider income from all sources before taxes. (Mark one)

- ○ Less than $6,000
- ○ $6,000-9,999
- ○ $10,000-14,999
- ○ $15,000-19,999
- ○ $20,000-24,999
- ○ $25,000-29,999
- ○ $30,000-39,999
- ○ $40,000-49,999
- ○ $50,000-59,999
- ○ $60,000-74,999
- ○ $75,000-99,999
- ○ $100,000-149,999
- ○ $150,000-199,999
- ○ $200,000 or more

27. What is the highest level of formal education obtained by your parents?

(Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Postsecondary school other than college	○	○
Some college	○	○
College degree	○	○
Some graduate school	○	○
Graduate degree	○	○

28. Do you have a disability? (Mark all that apply)

- ○ None
- ○ Hearing
- ○ Speech
- ○ Orthopedic
- ○ Learning disability
- ○ Health-related
- ○ Partially sighted or blind
- ○ Other

29. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)	Very Important	Somewhat Important	Not Important
My parents wanted me to go	①	②	③
I could not find a job	①	②	③
Wanted to get away from home	①	②	③
To be able to get a better job	①	②	③
To gain a general education and appreciation of ideas	①	②	③
To improve my reading and study skills	①	②	③
There was nothing better to do	①	②	③
To make me a more cultured person	①	②	③
To be able to make more money	①	②	③
To learn more about things that interest me	①	②	③
To prepare myself for graduate or professional school	①	②	③
A mentor/role model encouraged me to go	①	②	③

one in each column.

(M) Your mother's occupation
(F) Your father's occupation
(Y) Your probable career occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

	Y	F	M
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesperson or buyer	Y	F	M
Clergy (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare or recreation worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	M

(4) Agree Strongly

	4	3	2	1
The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government should raise taxes to reduce the deficit	4	3	2	1
There is too much concern in the courts for the rights of criminals	4	3	2	1
Federal military spending should be increased	4	3	2	1
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
Marijuana should be legalized	4	3	2	1
Busing is O.K. if it helps to achieve racial balance in the schools	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1
Employers should be allowed to require drug testing of employees or job applicants	4	3	2	1
The best way to control AIDS is through widespread, mandatory testing	4	3	2	1
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	4	3	2	1
The federal government should do more to control the sale of handguns	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Nuclear disarmament is attainable	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
The Federal government should do more to discourage energy consumption	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	4	3	2	1
Student publications should be cleared by college officials	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1

32. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/ homework								
Socializing with friends								
Talking with teachers outside of class								
Exercising/sports								
Partying								
Working (for pay)								
Volunteer work								
Student clubs/ groups								
Watching TV								

33. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

34. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good reputation for its social activities	V	S	N
I was offered financial assistance	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live near home	V	S	N
A friend suggested attending	V	S	N
A college rep. recruited me	V	S	N
The athletic department recruited me	V	S	N
This college's graduates gain admission to top graduate/professional schools	V	S	N
This college's graduates get good jobs	V	S	N
I was attracted by the religious affiliation/orientation of the college	V	S	N
I wanted to go to a school about the size of this college	V	S	N
Not accepted anywhere else	V	S	N

fields grouped into general categories. Mark only one oval to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied ..... (1)
- English (language and literature) ..... (2)
- History ..... (3)
- Journalism ..... (4)
- Language and Literature (except English) ..... (5)
- Music ..... (6)
- Philosophy ..... (7)
- Speech ..... (8)
- Theater or Drama ..... (9)
- Theology or Religion ..... (10)
- Other Arts and Humanities ..... (11)

BIOLOGICAL SCIENCE
- Biology (general) ..... (12)
- Biochemistry or Biophysics ..... (13)
- Botany ..... (14)
- Marine (Life) Science ..... (15)
- Microbiology or Bacteriology ..... (16)
- Zoology ..... (17)
- Other Biological Science ..... (18)

BUSINESS
- Accounting ..... (19)
- Business Admin. (general) ..... (20)
- Finance ..... (21)
- Marketing ..... (22)
- Management ..... (23)
- Secretarial Studies ..... (24)
- Other Business ..... (25)

EDUCATION
- Business Education ..... (26)
- Elementary Education ..... (27)
- Music or Art Education ..... (28)
- Physical Education or Recreation ..... (29)
- Secondary Education ..... (30)
- Special Education ..... (31)
- Other Education ..... (32)

ENGINEERING
- Aeronautical or Astronautical Eng ..... (33)
- Civil Engineering ..... (34)
- Chemical Engineering ..... (35)
- Electrical or Electronic Engineering ..... (36)
- Industrial Engineering ..... (37)
- Mechanical Engineering ..... (38)
- Other Engineering ..... (39)

PHYSICAL SCIENCE
- Astronomy ..... (40)
- Atmospheric Science (incl. Meteorology) ..... (41)
- Chemistry ..... (42)
- Earth Science ..... (43)
- Marine Science (incl. Oceanography) ..... (44)
- Mathematics ..... (45)
- Physics ..... (46)
- Statistics ..... (47)
- Other Physical Science ..... (48)

PROFESSIONAL
- Architecture or Urban Planning ..... (49)
- Home Economics ..... (50)
- Health Technology (medical, dental, laboratory) ..... (51)
- Library or Archival Science ..... (52)
- Nursing ..... (53)
- Pharmacy ..... (54)
- Predental, Premedicine, Preveterinary ..... (55)
- Therapy (occupational, physical, speech) ..... (56)
- Other Professional ..... (57)

SOCIAL SCIENCE
- Anthropology ..... (58)
- Economics ..... (59)
- Ethnic Studies ..... (60)
- Geography ..... (61)
- Political Science (gov't., international relations) ..... (62)
- Psychology ..... (63)
- Social Work ..... (64)
- Sociology ..... (65)
- Women's Studies ..... (66)
- Other Social Science ..... (67)

TECHNICAL
- Building Trades ..... (68)
- Data Processing or Computer Programming ..... (69)
- Drafting or Design ..... (70)
- Electronics ..... (71)
- Mechanics ..... (72)
- Other Technical ..... (73)

OTHER FIELDS
- Agriculture ..... (74)
- Communications (radio, TV, etc.) ..... (75)
- Computer Science ..... (76)
- Forestry ..... (77)
- Law Enforcement ..... (78)
- Military Science ..... (79)
- Other Field ..... (80)
- Undecided ..... (81)

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personally of each of the following: (Mark one for each item)

(S) Somewhat Important (V) Very Important (E) Essential

	E	V	S	N
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Becoming successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Becoming a community leader	E	V	S	N

37. What is your best guess as to the chances that you will: (Mark one for each item)

(N) No Chance (L) Very Little Chance (S) Some Chance (V) Very Good Chance

	V	S	L	N
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to student office?	V	S	L	N
Get a job to help pay for college expenses?	V	S	L	N
Work full time while attending college?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Play varsity/intercollegiate athletics?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Get tutoring help in specific courses?	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Participate in student protests or demonstrations?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Find a job after college in the field for which you were trained?	V	S	L	N
Get married while in college? (skip if married)	V	S	L	N
Participate in volunteer or community service work?	V	S	L	N

38. The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ○ No ○

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	
42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	

THANK YOU!

R5249-Questar/8206-84321

THANK YOU FOR ALLOWING PENNSYLVANIA COLLEGE OF TECHNOLOGY ACCESS TO YOUR IDENTIFICATION NUMBER. PLEASE COMPLETE QUESTIONS 39-48.

39. Before deciding to enroll at this College, which of the following alternatives did you give the most consideration?

A. Entering military service
B. Finding a job
C. Keeping my present job
D. Attending a different type of college (4-year institution, private college, etc.)
E. Attending another two-year college or technical school

40. To which of the following schools did you apply? (If you applied to more than one, identify the one school you like the most.)

A. Bloomsburg University
B. Lock Haven University
C. Penn State University - Main Campus
D. Other School - not listed here.
E. I did not apply anywhere else.

41. Before deciding to enroll at this College, which of the following was your greatest concern?

A. Availability of quality educational programs at this College
B. Costs of an education at this College
C. Distance of this College from my home
D. Insufficient information about this College
E. Finding adequate housing

42. During the process of your application, including campus visit, testing day, etc., to what extent did you feel comfortable and welcome?

A. Very welcome and comfortable
B. Somewhat welcome and comfortable
C. Just okay
D. Somewhat unwelcome and uncomfortable
E. Very unwelcome and uncomfortable

43. Since your arrival for Welcome Day, orientation and/or classes, to what extent do you feel comfortable and welcome?

A. Very welcome and comfortable
B. Somewhat welcome and comfortable
C. Just okay
D. Somewhat unwelcome and uncomfortable
E. Very unwelcome and uncomfortable

44. If media such as radio or TV first got you to pay attention to this College, which of them had the greatest influence?

A. Radio
B. Television
C. Newspapers
D. Printed material such as posters, brochures, catalogs, etc.
E. I have not noticed such information about this College.

45. To what extent was the affiliation of this College with Penn State a factor in your decision to attend this College?

A. Very substantial, positive factor
B. Positive factor
C. Not a factor
D. Negative factor
E. Substantial, negative factor

46. In your opinion, what is the most attractive feature of the affiliation of this College with Penn State?

A. New fields of study
B. Prestige of the association with a major university
C. Improved employment opportunities because of the recognition of Penn State
D. Possibility of bachelor degree programming in some fields of study
E. The chance to transfer to Penn State

47. How important is it to you to get good grades at Penn College?

A. Extremely important
B. Pretty important
C. Somewhat important
D. Not too important
E. Not important at all

48. How important is it to you to graduate from Penn College?

A. Extremely important
B. Pretty important
C. Somewhat important
D. Not too important
E. Not important at all

THANK YOU FOR TAKING THE TIME TO COMPLETE THESE ADDITIONAL QUESTIONS. THIS INFORMATION WILL HELP THE COLLEGE SERVE YOU AND FUTURE STUDENTS MORE EFFECTIVELY.

Instructor:

Class/Section:
Enrollment:

Thank you for your valuable assistance in administering the annual Cooperative Institutional Research Program (CIRP) Freshman Survey. To facilitate and maintain campus-wide continuity in the administration of the survey, please pay close attention to the following directions.

1. The number of surveys included is at least equal to the enrollment figure indicated above (effective 8/13). Check your rosters to be sure you have enough surveys and supplemental question sheets.

2. The survey is to be conducted in the classroom, within the first full week of classes. Estimated completion time is 30-45 minutes.

3. Distribute the surveys and supplemental questions (items #39-48).

4. Read the attached statement titled "Informing Students about the Research Program." The students should be assured that no one will scan individual questionnaires and that no personally identifiable data will ever be released to any person or agency.

5. Read the "Directions" at the upper left of the survey out loud and remind the students to complete the survey in pencil only.

6. Help the students complete the top portion of the form. Especially important is the Social Security number, in order to merge the survey data with other institutional data. In addition, have the students indicate their curriculum code in the upper right corner (e.g. BA = Accounting).

7. Instruct any students who completed the survey in another class to fill in their S. S. number and write the class and section number in which they completed the survey at the top of the form.

8. Likewise, if any students refuse to complete the survey, have them fill in their S. S. number and write "REFUSED" at the top of the form. EVERY STUDENT IN ATTENDANCE SHOULD RETURN THEIR SURVEY WITH SOME IDENTIFICATION, WHETHER THEY COMPLETE THE SURVEY OR NOT.

9. After administering the survey, collect all forms and return them to your <u>division</u> office <u>with this cover sheet on top</u>. If you are requested to administer the survey in more than one class section, it is very important that you keep the completed surveys from each class section separate when returning them.

10. The deadline for returning all surveys to your division office is 4 p.m., Friday, August 28.

Contact Steve Cunningham (ext. 7260) if you encounter any problems.

Attachments: "Informing Students About the Research Program"
CIRP Surveys
Supplemental Question Sheets

INFORMING STUDENTS ABOUT THE RESEARCH PROGRAM

Please provide this to your students before they complete the questionnaire.

We ask that you complete this questionnaire as part of a national study of higher education conducted by the American Council on Education and the University of California at Los Angeles. One major goal of this research is to determine what happens to students when they attend college. These studies are designed to help improve the quality of college education and thus may benefit future generations of college students. Results of your participation will also be directly beneficial to *(name of your campus)*, since we will receive complete tabulations of your responses to compare with the responses of students nationally. We ask for your name and address so that the researchers at UCLA can contact you at some later date for a follow-up study. We would also like your Social Security Number so we can merge your responses with other campus data to support our institutional research program. Of course, your responses will be used only for research purposes and will be kept in the strictest confidence.